

JUL 7 1944

PERIODICAL ROOM
GENERAL LIBRARY
UNIV. OF MICH.

THE AMERICAN

School Board Journal

A PERIODICAL OF SCHOOL ADMINISTRATION

In This Issue:

- ★ **State Issues in Postwar Education** — *Morrison*
- ★ **Teachers Dull, Pupils Dynamic** — *Carrothers*
- ★ **New Concepts in Reinforced Concrete
for School Design** — *La Pierre*
- ★ **Mother Power Shortage** — *Suffield*
- ★ **The Schools Need a Longer Day** — *Godwin*



VOLUME 109, NUMBER 1

JULY, 1944

Mechanized Wartime Offices Depend On Mechanized Classrooms

ARMY and NAVY
TRANSPORTATION
MANUFACTURING
FINANCIAL
and
GOVERNMENTAL
OFFICES

All depend on
machines for wartime
speed and accuracy



Schools are taking these steps to meet the demand for trained operators

Making better use of machines during regular classroom hours; providing additional practice periods and short courses for special and postgraduate students.

Expanding the curriculum to include evenings and Saturdays, so that a greater number of students can be trained in machine work.

Using the most modern practice texts and teaching materials; improving training procedures so students may attain a maximum of skill in the shortest time.

Teaching the up-to-date office machine short-cuts and operating techniques used today in war industries and government offices.

Making a wider range of skills available by increasing the number of elective courses which provide machine training.

America's mechanized offices are handling a staggering volume of war-time figuring and accounting work—are looking to America's mechanized classrooms for additional trained machine operators to help meet today's unprecedented demand for figure facts.

In response to this demand, both public and private schools are expanding and intensifying operator training programs. Whether the program adopted provides only a general acquaintance with machines, or develops varying degrees of operating skill, increased emphasis on machine training in the classroom directly serves the war effort.

The Burroughs Educational Division offers you, as a free wartime service, tested suggestions for enlarging operator training programs, and up-to-the-minute information on newest operating techniques, practice programs, texts and materials.

BURROUGHS ADDING MACHINE COMPANY, DETROIT 32, MICH.

Burroughs

ADDING, CALCULATING, ACCOUNTING, BILLING, PAYROLL AND STATISTICAL MACHINES
NATION-WIDE MAINTENANCE SERVICE • BUSINESS MACHINE SUPPLIES

School Board Journal

VOL. 109
NO. 1JULY,
1944Central Office:
66 E. SO. WATER ST.
CHICAGO 1, ILL.A Periodical of School Administration
Published on the first day of the month by
THE BRUCE PUBLISHING COMPANY
540 No. Milwaukee St. Milwaukee 1, WisconsinEastern Office:
330 WEST 42ND ST.
NEW YORK 18, N. Y.

Table of Contents

Cartoon: A Serious Study — The Problem of Equal Pay for Equal Service	39
<i>Morley</i>	
State Issues in Postwar Education.....	9
<i>J. Cayce Morrison</i>	
Board Members I Have Known.....	12
<i>By a Superintendent</i>	
Dual Planning for the Postwar Period.....	14
Professional Advice in Selecting a Superintendent.....	14
<i>A. J. Huggett</i>	
Teachers Dull, Pupils Dynamic.....	15
<i>George E. Carrothers</i>	
Mother Power Shortage.....	17
<i>Charles L. Suffield</i>	
Better Budgets and Public Relations.....	20
<i>Charles S. Johnson</i>	
Our Experience Suggests.....	21
<i>E. L. Vitalis and O. E. Domian</i>	
Religious Tolerance in Schools.....	22
Built for Good Health and Good Living.....	23
<i>Robert D. Morrow</i>	
The Schools Need a Longer Day.....	27
<i>W. R. Godwin</i>	
Marking by a Point System.....	29
<i>Vaughn R. DeLong</i>	
New Concepts in Reinforced Concrete for School Design.....	31
<i>Lester S. La Pierre</i>	
The Dads' Club — For School and Community.....	34
<i>William Halberstadt</i>	
Court Decisions on Teacher Tenure.....	34
The Principalship vs. the Superintendency.....	35
<i>Earl H. Hanson</i>	
A Faculty — Student — Community Venture in War Bond Sales Promotion	36
<i>E. E. Morley and Dina Rees Evans</i>	
Emphasis Upon Aviation in Wisconsin Schools.....	37
EDITORIALS:	
A Serious Summer.....	38
Better Board Minutes.....	38
Political Steppingstones.....	39
School Planning in 1944.....	39
School Administration News.....	40
Teachers' Salaries.....	40
Personal News.....	47
Publications of Interest to School	40
Business Executives.....	48
School Law.....	50
School Board News.....	52
New Supplies and Equipment.....	56

FIRST AID IN BUYING

With little or no immediate prospect for increases in civilian goods, securing the essential materials, equipment, and supplies for 1944-45 school operations presents a very critical problem.

In this difficult buying situation, school administration will do well to solicit the services of the school equipment and supplies industry and the manufacturers of products used in the construction, operation, and maintenance of school buildings.

With a keen understanding of war-production requirements, the development and application of new materials, and the availability of products for school use, these concerns are in a position to render valuable assistance in providing the product requirements for school operations.

The proposed elimination of the "or equal" clause in specifications calls for a careful review and revision of your buying specifications to better enable the obtaining of exactly what you want and at the lowest cost. Manufacturers offer professional aid in setting up new standard specifications that will best meet your requirements. This assistance is given without obligation and will be of great help in providing for immediate requirements as well as in planning for postwar needs. Booklets, brochures, catalogs, containing essential product information and specifications, are now available to help in planning for tomorrow's schools.

The advertising pages serve as an excellent guide to these sources of information, or if you address your request to us the required information will be promptly obtained.

JOHN J. KRILL

Copyright, 1944, by The Bruce Publishing Company. — All rights reserved. Title registered as Trade Mark in the United States Patent Office. Entered as Second-Class Mail Matter in the Post Office at Milwaukee under Act of Congress of March 3, 1879.

SUBSCRIPTIONS. — In the United States and Possessions, \$3.00 per year. In Canada, \$4.00. In Foreign Countries, \$4.00. Single copies, not more than three months old, 35 cents; more than three months old, 50 cents. Sample copies, 35 cents.

DISCONTINUANCE. — Notice of discontinuance of subscription must reach the Publication Office in Milwaukee, at least fifteen days before date of expiration. Notices of changes of address should invariably include the old as well as the new address.

Complaints of nonreceipt of subscribers' copies cannot be honored unless made within fifteen days after date of issue.

EDITORIAL MATERIAL. — Manuscripts and photographs bearing on school administration, superintendence, school architecture, and related topics are solicited and will be paid for upon publication. Contributions should be mailed to Milwaukee direct, and should be accompanied by stamps for return, if unavailable. Open letters to the editor must in all cases contain the name and address of the writer, not necessarily for publication, but as evidence of good faith.

The contents of this issue are listed in the "Education Index."

Member, Audit Bureau of Circulations.

Future Secretary of America...



She's still living in a world that dreams are made of.

Yet in reality she's learning to give wings to words. Her little, groping fingers are developing the skill she'll use in later years . . . the skill to put on paper the thoughts, ideas and ideals which, sent out into the world, may affect the lives and living of men and women everywhere.

But whether she becomes secretary to the President of the United States or to the president of some one-man business, her mind and her hands will help speed and influence whatever projects cross her desk.

Giving wings to words will be her job and she'll do it well.

For over 40 years Underwood has been "giving wings to words." The phrase describes the feeling inspired in secretaries by the speed, simplicity and accuracy of their sturdy Underwood Typewriters.

When new typewriters are again available and the time comes for your secretary to suggest replacing her old machine, give her an Underwood—one that "gives wings to words."

Her appreciation will show, daily, in the quality of the work she turns out for you.

Our Factory at Bridgeport, Connecticut, proudly flies the Army-Navy "E," awarded for the production of precision instruments calling for skill and craftsmanship of the highest order.



Underwood Elliott Fisher Company

One Park Avenue, New York 16, N. Y.

Makers of Underwood Typewriters, Accounting Machines, Adding-Figuring Machines and Supplies.



THE AMERICAN School Board Journal

Volume 109, No. 1

JULY, 1944

Subscription, \$3.00 the Year

State Issues in Postwar Education

J. Cayce Morrison¹

There is hope for education where state education department, state university, and state-wide educational associations join forces in planning for the future. Dean Peik tells us that, "This war will end some day," and hastens to add that for thousands "the postwar period has in fact already begun." He might have added as a certain wit expressed it out our way recently that, "This war will last longer than the duration." The one clear fact is that planning for the postwar period is not something that can be put off until a more convenient time. Neither is it a job to be done once and for all time.

Since the purpose of this annual meeting is to draft "the preliminary rough sketches of a more detailed blueprint" to be developed later, it seems appropriate to examine briefly certain assumptions basic to the discussion. On the one hand we would avoid reaching for Utopia with its inevitable disillusionment. On the other we want something more than merely to restate those goals we were seeking before the depression threw educational progress into reverse.

1. The war has demonstrated the value of human resources more clearly than we had ever before realized, and it has shown some of the limitations of a highly competitive society.

In the 1930's we came perilously near to believing that we had too many persons in every occupational endeavor. There were too many carpenters, too many farmers, too many teachers, too many doctors. The only way out was to transfer millions who wanted work to the public relief rolls.

The war has stressed the value of man power. It has driven home an understanding of the staggering national waste in illiteracy, physical defect, emotional instability, absenteeism. Even more important, it has demonstrated the national value of the labor of millions who fail to

measure to the standards of a highly competitive society.

2. This war marks the beginning of such a renaissance for youth as the world has not seen since the Crusades.

The war is taking American youth to every nook and corner of the world. They will return with more than knowledge of far places. They will have observed old cultures and the customs of other peoples. They will have reflected on the meaning of war and peace. They will have seen new visions. Returning they will see their homeland from vantage points other than those of home and school. We hope they will see not only the limitations of *Main Street*, but the possibilities of *the other side of Main Street*.

The war is bringing other youth to the United States—some as refugees, some as companions in arms. They are making us aware as we had not been before that the United States is peopled with the children and grandchildren of nearly seventy different races and nationalities.



In our schools, millions of children with heartache and with pride are following the fortunes of older brothers, cousins, uncles, and fathers. They are studying the geography of the earth as it never before has been studied. They, too, are trying to understand the peoples, the customs, the cultures, the ideas of these far places and of those children who come to find a haven in this world still new. Well may we ask what the impact will be on American thought; on American education as twelve million men and women begin the dissemination of their new knowledge, their new visions, their new understanding born of war's experience. Truly, the schools must capture these new visions of youth and make them a part of America's heritage.

3. The centers of learning are passing from western Europe to Russia and the United States.

Secondary and higher education have all but ceased to exist wherever the Nazi war machine has entered. In those lands, war's destruction has been so complete that generations will be required to restore the material conditions of learning. Meanwhile the youth of the world will turn to the schools and colleges of the United States. They will come not alone to rekindle the flames first lighted in Athens and Judea, but to seek the source of that strength that has made the United States the deciding factor in the fate of the world. They will seek more than credit for courses, more than degrees. They will be concerned with the foundations of university education—with education in all its ramifications, with education of and for free men. They should find its finest expression in those great states that from the beginning have maintained their own universities.

4. If civilization is to survive, the world must have an era of social invention comparable to the period of physical or technological invention experienced during the past 200 years.

¹Address, Schoolmen's Week, University of Minnesota, April 4, 1944. Dr. Morrison is Assistant Commissioner of Education, New York State Education Department, Albany.

Paraphrasing Brutus, we shall love not the physical sciences less but the social sciences more. If this assumption be sound, not only will the content and structure of education undergo profound changes but American education will become a more influential factor in changing the purposes and structure of society both at home and abroad.

II

Maintaining the illusion of round-table discussion, what are the fundamental issues that must be met by every state in developing its educational program during the next decade?

Some years ago, H. G. Wells used the phrase, "The frame of the present is broken." The phrase describes very well our situation. If we look at the dislocations in education caused by the depression and by the war, we may well believe that the way is open for a new start. In attempting to raise the more searching questions we are not unmindful of the fact that the future is rooted always in the past and that orderly progress means gradual change from the accepted procedure of today to the desired goals of tomorrow.

1. Will the states develop educational leadership adequate to the needs of the postwar period or will they let educational leadership pass by default to the Federal Government?

Through the NYA, the CCC, and the WPA, the Federal Government extended the boundaries of education at public expense. The merits of that extension we need not presently debate. The fact remains that the Federal Government, during the 1930's, expended hundreds of millions of dollars on education, which most of those engaged in education public or private would not have deemed possible. The money was voted by the elected representatives of the American people. Why did they do it? Because American youth faced the greatest crisis in American history. Why did the Congress create new agencies for administering these programs? There were, of course, many factors, but the chief one was that the imagination back of the proposals came from sources other than education. The moral to be drawn is that in a crisis the American people will find a way to do what needs to be done. And in the decades ahead, there will be crises, so far as education is concerned.

Members of Congress are responsible to the people who elect them. In the long run they tend to do what the people at home want done. On matters educational, who speaks for the people? The issue of state leadership boils down to two questions. Do those who serve the people through education have the vision to foresee the educational needs of the people? Do they have the genius to create the

educational structure that can attain the goals foreseen?

Another current illustration of how educational leadership may pass from the states to the Federal Government is to be seen in the nursery school movement. Having observed the child care, education and protection program developed under the Lanham Act, we may well ask,

2. Will the states provide a system of preschool and parent education sufficient to give every child the best possible start before he reaches the age of six?

There is still a good deal of confusion on this issue. We are not clear, or at least, are not agreed as to the need. We are not certain yet whether the emphasis should be on education of the parent or of the child. We are still troubled by the attempt to apply standards evolved in the development of the traditional elementary school. The trouble is that we know very little about it, we haven't taken the trouble really to study the problem, and generally we don't see where the money is coming from. Meanwhile, the idea persists, that if every child is to have the best possible chance, some provision must be made for the education of young children.

There seems no good reason why a populous, wealthy state should wait on the Federal Government to develop a program of education for children under six years of age.

3. Will the states temper their competitive systems of education with measures that will both raise the level of education for all youth and place a premium on excellence of scholastic achievement?

Since 1900, most of our states have very nearly achieved two highly significant goals, viz., to make elementary education compulsory for all children, and a college preparatory education available to all. In striving toward these two highly desirable goals we have tended to focus attention on the average—the middle 50 or 80 per cent. On the one hand we have fallen short in discovering and developing talent. On the other, we have tended to foster a competitive system that causes a very considerable portion of American youth to leave school feeling they are failures in whatever the school represents. On the one hand we need to lift the level of education for "all the children"; and on the other to place more emphasis on excellence in every line of endeavor fostered by the school.

This proposal to temper further the competitive nature of American education reaches beyond the goals of instruction into society itself. Those who studied the operations of WPA staffs were impressed with the quality of many employed and with the satisfaction they derived from their work. During the 1930's I was privileged to observe one state-wide WPA nursery school project. Outside of the two or three persons in the regular staff of the

state office, the project was staffed in large measure by former teachers who had lost in the competitive struggle for teaching positions. Under intelligent leadership with little or no special training for nursery school work, they did a highly creditable job. This observation could be multiplied many times over. Probably in every area of human endeavor we should build up a backlog of work needed, for the employment of those who fail permanently or temporarily in the competitive struggle for advancement.

4. Will the states provide education for developing the vocational and economic competence of all youth?

Reduced to fundamentals, every individual will be economically self-supporting or an economic load on society. Today's secondary school program geared chiefly or wholly to preparing for college ignores this goal for at least 80 per cent of America's youth. The Regents Inquiry into the Character and Cost of Public Education in New York State recommended that every youth be given a "marketable skill" before leaving secondary school. Visualize the changes needed in present secondary schools to make such recommendation effective.

Thus far we have accomplished little toward developing the economic literacy of all the children. To be specific, what kind of education in economics would be useful to youth who may later find themselves on an annual cash income of \$800 or less? What should our schools teach concerning the relations and responsibilities of industry and labor? What kind of guidance is needed to help each youth make the most of the several jobs he may have before he graduates into reasonably secure employment? How long should the school's guidance continue beyond the period of leaving full-time day school? These are but a few of the questions involved in drawing a blueprint of the school that would develop the occupational and economic competence of all youth.

From the standpoint of vocational competence the high school as we know it today cannot give the varied kinds or degrees of technical education that will be needed by youth in the highly complex civilization of tomorrow. Whether the attaining of this objective will require regional high schools or some form of technical institute for older youth or both is a question for debate and research.

5. Will the states make adequate provision for the health and physical education of all children and youth?

World War I made programs of physical education compulsory in most states. In New York State among all of the major groups of professional workers, the largest increase in numbers between 1910 and 1940 was in the health group. Since 1915, the medical profession has made almost unbelievable gains in reducing infant mor-

tality and the mortality of young children in general. Since 1920 gains in health service have been highly laudatory; yet what we have accomplished is small in comparison with what needs still to be done.

The Selective Service has piled up the record of physical defect. We have very little understanding of the knowledge of health which youth need when they leave school. We still have to achieve at all levels a fully satisfactory working relation between the medical and the teaching professions.

In raising this issue we question whether physical education should be made a required subject for admission to college or whether the high school should take over the army's job in training for physical fitness. But we would suggest that in the long future, the schools may contribute greatly in providing what William James called "the moral equivalent of war."

6. Will the states provide effective civic and social education for all youth?

In one of our cities which has maintained a superior program of secondary education for a period of more than 40 years, a preliminary study conducted in the late 1930's indicated that not more than 15 per cent of out-of-school youth under 25 years of age were regularly affiliated with any civic or social organization. *Youth Tell Their Story* gave a similar report. It was corroborated in general by other studies, such as Marshall and Eckert's *When Youth Leave School*.

It has been proposed that the right of suffrage be lowered to 18. If properly keyed to education, such change might have a very salutary effect on the civic attitudes of the American people. Certainly, the proposal should be carefully weighed in planning for postwar education.

In raising this issue, we would delve deeper than helping youth make good social contacts or to vote at an earlier age. We should like to make the first test for every youth, this simple question, "What am I doing to make my community a better place in which to live?" The beginning of this program would be in the secondary school. It might very well be continued by a system of state and community youth councils organized and directed as an extension of public education. If the public school is adequately to serve youth in the years ahead, it will have to reach beyond its present encumbrance of hours, courses, recitations, and credits.

7. Will the states prepare youth for participation in world affairs?

Paul declared himself a citizen of no mean city. When Ben Franklin took his "Plan of Union" to Albany in 1754, a youth on the Atlantic seaboard might call himself a citizen of New York or of Virginia or of Georgia, but there his citizenship ended. He was only a colonist of the Mother Country. Today, no youth of this

country has any confusion over his citizenship. If he lives in this city, he is a citizen of Minneapolis, of the sovereign state of Minnesota, and of the good old United States. One day he may know himself to be a citizen of the United Nations or of whatever we may ultimately call that concourse of free peoples.

The vision of this larger citizenship was caught and expressed in the recent yearbook of the American Association of School Administrators, entitled "*Morale for a Free World*." The closing paragraph sets education for free men on a high plane:

In the stress and strain of war, the American people have renewed their faith in the democratic process. They have searched the ancient roots of that faith. They have gained new confidence in their future. They have achieved new understanding of their responsibilities. In the trial of war they have learned that the United States can work with other nations. They have learned that the peoples of the world look to us for more than tanks and guns, for more than food and shelter. They know now that their children and their children's children for uncounted generations have a great role to play in the world's affairs. To the teachers of the children of free men in America and "not America only" this book is offered.

Never again can the American common school work in isolation from the ambitions, the hopes, the fears of common men everywhere.

8. What will be the need and what shall be the provision for education beyond the current 12-year program of elementary and secondary education?

Within the past month a prominent university president predicted that higher education in the United States had passed the peak of its enrollment. Against this prediction the National Resources Planning Board estimated that in the postwar period we should plan for 40 per cent of the nation's youth to complete two years of education beyond the present high school and for a 25 per cent increase in enrollment in the upper division of college, professional and graduate study.

Postwar plans must provide both for the oncoming graduates of secondary schools and for the men and women released from the armed services and industry. Provision for the latter will be approximately a five-year problem. The main task is a long-range problem. The state must plan not alone for 1950 but for 1960 and beyond. Decisions made in the next five to ten years will shape the state's educational destiny for a long time.

Reduced to its simplest terms, provision for higher education depends upon the answer to two questions: (1) What will be the numbers and characteristics of youth wanting education beyond the current secondary school? (2) What will be the capacity of the state to use education beyond the program of the present secondary school?

So far as numbers are concerned, the big development of the postwar period promises to be in the area of terminal or

"tertiary" education. Any blueprint for the future must determine the kinds of institutions to be developed, their relations to the secondary schools and to other institutions of higher learning, and the sources of their financial support.

9. How will the states finance the educational programs needed in the future?

Certainly, no reputable blueprint of education can be drawn without considering the cost; but the cost is secondary. The primary concern is the return from the investment.

Predictions are dangerous but precedents can be cited. In 1918, New York State collected and distributed less than \$10,000,000 a year in state aid to schools. In 1930, state aid to schools exceeded \$120,000,000. Based on aggregate days' attendance it still exceeds \$100,000,000. The total state budget for public education at all levels in New York State recently passed by the legislature exceeds \$122,000,000. Had anyone in 1918 predicted such an increase for education he would have been judged a perfect candidate for institutional care.

Obviously, the financing of education in the future depends on whether the United States is to be a failure or a success. If the country is going back to an annual national income of forty or fifty billions, we need one kind of blueprint for education. If the country is to maintain an annual income of over one hundred billions, then we can draw quite a different blueprint.

The kind of blueprint we draw for education will help to determine the national income. No one has yet probed the contribution of education to the national economy. The faith of two million youth in their ability to make their own way in the good old yankee way is no mean annual contribution to the national economy. The very fact that education looks boldly to the future will help to make that future. Faith begets faith.

Certain facts appear to be true. The general property tax on real estate can no longer carry the burden of local government and education. The state can and must tax sources of revenue not readily available to local taxing agencies. The state can collect the money where it is and see that it is expended where the children are. And, since the wealth of the United States is unevenly distributed the states must arrive at some understanding of principles on which the Federal Government may contribute to financing education in the states.

10. Will the states reorganize the structure of their school systems to facilitate the development of the programs needed?

In the courts, the thesis has been fairly established that education is a state function. Yet the structure of state school systems is in large measure the product of the frontier. That structure was created when the processes of transportation and

communication were slow and hazardous, when the people were still suspicious of too much government, when education beyond the three R's was considered the privilege of the "select."

It is fairly established that the common school is no longer an adequate educational unit and that the small college preparatory secondary school serves only a small part of the educational need of the state. Three concepts appearing in the literature suggest the more effective district organization of the future—they are the neighborhood, the community, and the region. At this point we need the help of the social scientists—the rural sociologists and rural economists in reorganizing the structure of education.

The failure of the states to develop strong educational leadership has been due largely to fear by the localities of state domination. As pointed out earlier in this paper, the expanding function of the Federal Government now alters the picture. In Minnesota, for example, the question confronting schoolmen may well be whether they prefer to have the controls centered in Washington or in St. Paul.

How strong do you want your state education department to be? What should be the relation between the state education department and the university in state educational leadership? What shall be the relation between the state and local educational authorities in formulating and promoting educational policy and programs. At this point associational endeavor becomes an important factor. The building of tradition becomes even more important.



A. B. Austin
President, Kentucky School Boards Association
Murray, Kentucky

Mr. Austin, who was recently elected president of the Kentucky School Boards' Association, is a native of Kentucky and attended Emory University, from which he was graduated in 1923 with the A.B. degree. Later he was given the B.D. degree by the same institution, and in 1926 completed his graduate work.

Mr. Austin was dean of men at the Murray State College from 1929 to 1935. He is a member of the Murray board of education, and has been a member of the School Boards Association for a number of years. He holds the office of president of the Murray Rotary Club and is president of the Corn-Austin Company of Murray.

The following proposals may serve to sharpen the discussion:

1. In the standards governing selection, promotion, tenure, salary and professional status, the

members of the staff of the state education department should be on a par in every respect with the staff of the state university.

2. Assuming that the state department is chiefly responsible for administration and supervision and the state university for teaching and research, these services should be co-ordinated and directed with all the smoothness and efficiency of a single unified state agency.

3. Through their state-wide associations, local groups and officials should be so organized as to be immediately helpful and effective on any issue of concern to the state as a whole.

4. On the larger issues of state policy, it is highly desirable that public education have its authorized spokesmen—officials who can speak with authority, knowing they have the intelligent support of all engaged in education.

III

In the current war effort, organized education has acquitted itself well. Probably, never before has education stood higher in public esteem. Never before were organized labor, industrial, and business leadership, and farm organizations more ready to accept educational leadership. Education ought not to retreat but to move forward.

In every state, the educational blueprint for the future will be shaped in part by the traditions and the past experiences of that state, but also it can be shaped by the vision of those responsible today reacting to the forces shaping the world of tomorrow. Let us capture the vision of Whitman penned in the closing months of another heartbreaking war.

Years of the unperformed! Your horizon rises—I see it parting away for more august dramas; The performed America and Europe grow dim, retiring in shadow behind me, The unperformed, more gigantic than ever advance, advance upon me.

Board Members I Have Known

By a Superintendent

Just so that there will be no misunderstanding I wish to state that the characters mentioned are somewhat overdrawn portraits of men and women whose professional acquaintance I made during my earlier years as superintendent. Don't ask how far back that was.

First, there was John Thorwald. He never had much to say when things were talked over at the board meetings. Usually he said a little and let the rest of the board do the discussing. Some of the other men said that he had to go home and see his wife before he made up his mind what side he was on. But he surely had plenty to say the next week in the barber shop. Usually it was critical and well spiced with hints (not always sly) that if the board would only listen to John Thorwald all would go well. He never seemed to realize that school business, though public busi-

ness, should not be discussed all up and down the street. He reminds me in reverse of Fred Hanson.

Fred was the great dissenter of the board. During all of his two three-year terms, he was always in the minority. . . . Well, not always but usually. No one could argue quite so passionately for a hopeless cause as Fred. There were many hot and violent clashes of opinion while he was on the board. But when the vote was over Fred said, "Well I was voted down so I guess you chaps were right." And that ended the matter. No barber shop or uptown rehashing of the arguments. In fact the same enthusiasm Fred had shown for his own arguments was now available to support the will of the majority.

A good many years ago I met Henry Shad. He was school-board president.

What accident of fate gave him that position I do not know, but he made the most of it. The community, the superintendent, the teachers, and even the students in the first grade knew that the sure way to success around the school was to get Shad's ear early and frequently. He was one of those unfortunate small-town merchants with a business just big enough to keep him busy about half the time. He devoted the other half to "helping" run the school. The day the Alexander girl broke one of the minor rules of the school and Papa Alexander went to Shad over the superintendent's head and got a dispensation so that she would escape a well-deserved reprimand was a common example of the limit to which "running to Shad" would go.

What a contrast to a few years later when Joe Hauser told a complaining

parent, "We hire a superintendent to run the school. Go see him before you come whining to me. You should be thankful that someone tries to make that brat of yours behave."

"Helping" in a Controversy

Oh, yes, we must not forget Albert. He and his friend Williamson were the representatives of the "other side of the tracks" faction on the board. I mean the *right* side of the tracks. Any discussion that involved one side of the tracks against the other side was sure to have Albert come forth with "Now what do you think, Mr. Superintendent, we should do? We, of course, expect you to take a definite stand in this matter." Albert and his friend were responsible for four changes of the superintendent in five years in that school system, and these changes were made in the depression.

Contrast that with Mary Ellenson. She was clerk on a board in a two-faction town that I landed in as superintendent. The second day after my arrival she came up to the office. . . . "I want you to know that we have two factions on the board. But we have talked it over and have agreed that we want a good school and the only way we can get it is to back the superintendent one hundred per cent. We will argue about the inconsequential things and abuse each other in order to keep our factional differences alive, *but* there will be no split over your policies or over backing up the faculty and the administration. We have also decided that we want you to absolutely keep out of our factional disputes. Take no sides and we will both support you and your policies." Most helpful to have such an attitude if there must be small-town politics on the board.

One more regretful memory: The one is Hans Weber, the *coach's joy*. Somehow or other he had acquired the reputation, self-nourished, of being a real follower of the team (football, basketball, baseball, or shuffleboard . . . take your pick). He went to all the out-of-town games; when any of the faculty men got a job refereeing they had to take Hans along (or else). He was fully familiar with the current play systems, on how to build a winning team, on how to coach, and on how to hire and fire coaches. All this would have been fine, but our town was at that time in an athletic slump. I wonder if there is any connection? So Hans went through his term on that board as a bull in the athletic china shop.

It took a major operation to get a good athletic director into that school. In fact it took more than a major operation. It took a couple of board members, Olson was the one that I knew, who said, "We are going to hire a coach in the same way that we hire any other teacher. We are going to take our superintendent's recommendation of a man; we are going to hire him for as long as he wants to stay here,



Miss Mildred Tess
President, Niles Township High School
Board of Education, Skokie, Illinois.

Miss Mildred Tess recently began her fifteenth consecutive year as a member and her ninth consecutive year as president of the Niles Township High School Board of Education. From 1929 to July, 1936, Miss Tess was a member of the elementary school board District 69, Skokie, Ill. Since June 28, 1936, she has been president of the board of High School District No. 219.

Miss Tess's record is unique and very commendable. Membership on a board of education at the age of 22 is in itself unusual, but more unusual has been her devotion to the cause of education. She served as secretary of the elementary school board and initiated and led the successful fight for the organization of the high school district which culminated in the construction of the new magnificent Niles Township High School Building.

The voters of Niles Township are grateful for her interest and enthusiastic support of educational opportunities for the youth of her community. Their confidence is shown by the absence of opposition on the ballot when she is a candidate for re-election.

win or lose. We are going to leave him alone and *we* shall see to it that any self-appointed downtown quarterback *on* the the board or off it does the same." Since then the school has had better teams.

A Constructive Member

Did I hear that voice in the back row say, "What in the name of goodness does that man want anyway? Why should he do so much complaining?" Sure, I realize that so far we have been talking too much about undesirable characteristics. So by way of relief I would like to tell about Ben Blitz. Ben had most of the good qualities of Fred Hanson, Joe Hauser, Mary Ellenson, and Olson. On top of that he was interested in building up the school under the leadership of the superintendent. More than once I can remember him coming into the office with a news article or some professional magazine. "I was doing a little reading and noticed this article. What do you think of this, Mr. Superintendent? Is this idea practical for us in this school?" Ben was no missionary for the ideas he found, but he was interested in discussing them with the school head and was willing to accept the superintendent's views on their application to the

local school. It was Ben who asked that we take ten minutes (or more) at each board meeting for a report by the superintendent on some new idea in education. It did not have to be usable in the local school. It did not necessarily have to be a good idea. As Ben said, "Just hearing a bad idea or a useless plan will often get us started thinking along the right lines."

One of the finest men I ever met on a board was Peterson. He was content to settle matters at board meetings, never interfered in administrative matters, and rose above local petty politics. On top of that he was the "watchdog of the treasury." Now don't misunderstand me. He was willing to spend money, even anxious to spend it. But it had to be spent according to proper forms and procedures. That board could make a budget and follow it reasonably closely as long as Peterson was around. Not only that, but we were sure that all expenditures were legally justified, all bills in proper form, and money available for any unforeseen but justifiable need. I know that this is true with most boards, but Peterson was the man who made it *true* with the board on which he served. It was a truly comforting experience for a beginning superintendent to know that he would be sympathetically watched, helped, and supported in a careful and intelligent administration of financial affairs.

— To Whom We Owe Much

In conclusion: Hans, Thorwald, and Shad are the extreme cases. They are the men who stand out as really unusual board members. They stand out because they did not know just how to work for the best interests of the schools at all times. For each of them there is a large number of men and women like Peterson, or Ben Blitz, or Fred Hanson, or Mary Ellenson. For there are many men and women who earnestly and conscientiously work to improve American education as *members of the board*. It is to these men and women that we owe much of the progress of our schools. It is to these men and women that schools must look for community leadership and educational interpretation in the years that lie ahead.

GIVE THANKS

The women who have little sons
Who're only six or seven
Possess within each busy hour
A little bit of heaven.
Perhaps they do not realize,
While tying broken laces
Or sewing rips in overalls
And scrubbing dirty faces,
That someone with a son who's grown
Whose heart is sad and aching,
Would give the world if she might walk
The road they now are taking.

O, mothers of little sons
Within your tender keeping,
Give thanks each night beneath your roof
That tousled heads are sleeping.

— HILDA BUTLER FARR, in *Chicago Tribune*

Dual Planning for the Postwar Period

The Milwaukee schools, under the direction of Superintendent Lowell P. Goodrich and Secretary Walter E. Rilling, are carrying on a dual program of postwar planning. The educational staff is actively studying the postwar educational needs of the community from the standpoint of modifying curriculums and personnel, reorganizing schools at the secondary and elementary levels, and establishing needed instructional services.

On the business side, Mr. Rilling's office through Mr. George E. Wiley, architect of the board, is carrying on a study of school-plant needs and of financing the postwar expansion of the school system. It seems significant that the building plan involves three distinct aspects, which in part are controlled by the changes in the instructional program, and in part by the physical condition of the school plant.

The first concern of Mr. Wiley is the study of deferred maintenance work, which will include a broad variety of repairs and replacements, roof and other exterior repairs; floor, heating, ventilating, plumbing, and electrical repairs; indoor and outdoor painting.

The second major undertaking will be

the improvement of existing buildings which are in good physical condition but are no longer meeting the instructional needs of the school organizations. This applies particularly to the high schools where older buildings have unbalanced or insufficient library, laboratory, and shop facilities and where classrooms are ill adapted in size, lighting, etc., to the new methods in academic subjects.

The third element of the program involves new construction, which will include additions and new buildings in outlying areas where the population growth seriously demands it.

In connection with the actual needs of the school system, the board of school directors is considering seriously the adjustment of its annual undertakings on the basis of the federal postwar program for stabilizing employment. It is likely that the city will be hard hit during the period of reconstruction because the majority of its plants are engaged in war work and the problem of reconversion will extend through several years. The Milwaukee plan perhaps does not fit many communities, but it does represent a simple and logical approach.

Professional Advice in Selecting a Superintendent

A. J. Huggett¹

The writer recently had an opportunity to advise in the selection of his successor to the superintendency of a small school system. In accepting a better position, the author left at a time when he apparently had the confidence of the board of education and the support of most of the community. Upon the offer of his services, the board accepted the idea of using the retiring superintendent in the selection of the incoming one. Because they did not wish to be overrun by the flock of applicants who follow up every rumor of an opening, the members agreed to the following procedures:

a) All applications to be filed with the retiring superintendent

b) No personal interviewing of the board of education except upon appointment

It was agreed that college placement bureaus and commercial agencies operating in the state should be asked to recommend strong candidates. While no rigid regulations were to be established for the guidance of bureaus and agencies, the following tentative requirements were set up.

a) An M.A. degree

b) Age not less than 30 nor more than 50

c) Married

¹Michigan State College, East Lansing, Mich.

d) At least six years of total experience, of which four must have been in administrative work

e) Training in elementary as well as high school instruction and supervision

Not only were agencies and bureaus notified that applicants were to work through the retiring superintendent, but the writer passed the word among his friends that this was to be the procedure. All who applied were asked to write letters setting forth their educational convictions as well as listing routine information. The writer met with all candidates whom he did not already know, in order that he might ask pertinent questions as to training, experience, and views in regard to instruction. Notes were carefully kept of all interviews.

In spite of notices to the contrary, some applicants came to town and tried to interview members of the board of education. The members in every case told the candidates to see the retiring superintendent and file an application with him. Those who came to the community through ignorance were not penalized if they acted professionally thereafter, but those who were trying to "chisel" by taking an advantage over others through personal salesmanship were eliminated as unworthy of consideration during the sorting down process.

Weeding Out Candidates

After all the applications were on file that apparently were to come in, a meeting of the board of education and the retiring superintendent was held. At this time the credentials were carefully gone over. Some candidates were eliminated because of inferior training, inadequate experience, or poor personal qualities. During the weeding-out process all present freely expressed their views. At the close of the meeting four applicants remained who seemed to be outstanding. These were asked to appear for a hearing before the board.

When the special meeting was held, there were five candidates in all to appear. The additional one had been asked by one of the members of the board to be present because of a favorable impression made some two or three days before by the candidate when he had slipped into town and seen several of the board members. He had made no previous application and his credentials did not arrive until the day of the meeting.

The five were allowed fifteen minutes each to state their cases and answer questions. The writer took as inactive a part as possible, but did attempt to keep the conferences in productive channels by asking questions about training in elementary education, experience in handling financial affairs, etc., when conversation dragged or threatened to get too far afield.

The fifth candidate was almost thrown out bodily when he was caught misrepresenting. He had told the inviting board member individually that he had done work on his Ph.D. degree, and that he supervised all elementary schools in his district. Upon questioning, the man admitted that he had only six hours of extension work to apply on the advanced degree. When the author presented a letter from the candidate's superintendent stating that the applicant was principal of one of the elementary schools but had given some tests in other schools, the candidate's face became very red and he walked out of the meeting and left for home. The writer feels that his services were worth while from the angle of this one man, who might have hoodwinked the board. Certainly a candidate who deliberately misleads is not worthy of consideration.

The Final Selection

The other four candidates all made a good impression, but two were outstanding in the opinion of the board. After a discussion, the members were able to agree on one of the men as satisfactory to all concerned. The writer took no part in the discussion other than to say, upon being asked, that either applicant would do a very good job. The successful candidate was called back and employed on the spot.

While the proof of the pudding is in the eating, and it will not be known for a year or two how the selection will work out, the following advantages seem to be inherent in the plan followed: (a) The time to board members was saved by eliminating useless interviews. (b) Time and money was saved many applicants. (c) Credentials were evaluated by an experienced administrator. (d) The selection was kept on a professional plane.

(Concluded on page 53)

Teachers Dull, Pupils Dynamic

George E. Carrothers¹

Higher education becomes excited when a college teacher is denied "academic freedom" — freedom to teach and speak as he pleases. The American Association of University Professors is buckling on its armor for a tussle with a large university which has dismissed a professor for what appears to be an unwillingness to submit drafts of speeches in advance. Why cannot someone get excited about the lack of freedom of teachers in secondary schools! In that area a hundred times as many teachers are limited permanently and drastically by their narrow range of general information, by their meager knowledge in their teaching fields, and by their atrophied interests in men and affairs, as are limited by college administrators. Yet no one seems to get excited about this situation even though each year thousands of pupils with normal, natural curiosity and genuine interests are being discouraged, thwarted, and inhibited simply because narrowly trained teachers find it impossible to understand modern youth. Boys and girls living in our changing society find their chief interests in things going on at the present time, yet many of their teachers are still living years ago in their days in the small college or normal school.

Some teachers are relatively less efficient today after a quarter century in the profession than they were on entering teaching. In the days just ahead, school administrators must find ways for the older teachers to get new ideas, to have new experiences, to keep abreast of the times in their teaching fields, and to develop acquaintance with interests of vital concern to the oncoming generation. Teachers must comprehend that pupils today do not know and never have known the horse-and-buggy days. They are living in an age when hundreds of 25- to 50-ton airplanes are crossing the Atlantic in 20 hours; in a time when a man finishes a job in Australia and 35 hours later starts on a new one in California; a time when soybeans, peanuts, and other vegetables are being made into bread, meat, butter, breakfast foods, automobile bodies, clothing, and a thousand and one other useful products; a time when deep freeze is keeping strawberries and other fruits as fresh for the Christmas table as they came from the garden in June; in a time when brain surgery, the use of blood plasma, sulfa drugs, and penicillin are bringing to the general public astonishing benefits every day; and in a time of scores of other new discoveries and developments. Boys and girls are hearing of these remarkable achievements as they attend the movies, talk with fellow pupils, or read a recently

published book. The searching question before the schools is: What are teachers doing to keep abreast of the times in order to meet pupil interests and needs in a normal manner?

Evidences of Lack of Freedom

Good teachers, even superior teachers, thoroughly at home in their classrooms, are found in all good schools. Thousands of wideawake boys and girls are daily profiting from their instruction. Yet the narrowly trained, listless, textbook-teacher type is altogether too frequently in evidence. These atrophied personalities in the classroom are so unacquainted with the extensive subject-matter fields in which they are trying to instruct pupils that about all they can do is to hold strictly to the text. Again and again administrators and high school visitors note the absence of real discussion and the almost exclusive use of the question-and-answer method. Questions are read from the text by the teacher, and pupils are expected to give the answers. This sort of so-called teaching is often rendered even worse by the acceptance of answers wide of the mark of accuracy, since the teacher himself frequently does not know the correct answer. Even this year 1944, a teacher in a class visited by the writer read from a text or manual: "If a pint of water at 32 degrees is taken into a man's body at 98 degrees what will be the change in temperature of the body?" After a few moments one pupil answered that the man's body would be at 65 degrees. When asked how he got 65, the boy said, "Take 32 from 98 and we get 66. Half of this is 33. Take 33 from 98 and we get 65, the temperature of the body and the water." A few minutes later another pupil said he believed the size of the body would have some effect. The teacher said he was too busy to take up that matter just then, and proceeded to read another question.

Only a little while ago, in answer to the question, "How can water be separated into hydrogen and oxygen?" a teacher, who had been given an emergency transfer from history to chemistry, replied, "I have not seen it done, but you take some kind of a knife and hold it up and pour the water over it; the hydrogen goes on one side and the oxygen on the other." Again, another teacher, when the question was raised as to whether the place of Senator Couzens (U. S. Senator from Michigan) would remain vacant until the next election, gave the reply that President Roosevelt would appoint the successor. Many other incidents might be cited, but these are sufficient to indicate that *the lack of knowledge in one's field places a far*

greater and a more serious limitation on freedom in teaching than is ever placed by school or college administrators.

How Did We Get This Way?

There are several explanations of the situation, among which are the following:

1. Lax certification laws operating over a long period of years have permitted poorly trained persons to secure teaching certificates. These teachers have been assigned to teach in about every field without much regard to their teaching preparation. A case came to my attention recently of a teacher of history who had had eight courses in health education, nine courses in professional education, twenty-seven courses in physical education, and only two courses in history, one in industrial history, and the other in American history, yet he had been assigned to teach history. It is easy to imagine his lack of freedom in teaching.

2. The tendency to take unusually large numbers of courses in the easier college subjects, often quite unrelated to one's teaching field. This crowds out the academic preparation which the person should make in his individual subject-matter field. Many teachers of English, the languages, mathematics, and other academic subjects are even taking master's degrees in some of the less difficult fields of college work.

3. Salaries have frequently been so low that teachers have had to engage in selling insurance, clerking in stores, working on farms, and doing other odd jobs to supplement the insufficient family income. These activities have consumed time and energy which should have gone into research, advanced study, and travel.

4. The Selective Service System and women's organizations in the uniformed services have taken out of the classrooms many of the younger, better-prepared, more dynamic men and women.

5. Many emergency teachers have been employed in the schools this year. They have accepted positions with the full knowledge that they are inadequately prepared for the courses they are to teach, yet they want to help keep schools open and running.

6. Some boards of education have employed inadequately prepared home-town teachers without careful inquiry into either their academic or professional preparation and at times without much concern about their force and skill in teaching.

7. There are also many conscientious teachers who feel personally a definite limitation in their classrooms. They have had neither time nor money to continue their studies, either in college or through travel.

¹University of Michigan.

Suggestions for Overcoming Teacher Limitation

1. The "Teacher in the Postwar World" is as important a topic as is that of "The Terms of Peace." Those of us engaged in formal or organized education must take our jobs more seriously; we must plan to meet the interests and needs of the boys and girls as we find them or the next generation will neither understand nor be willing to abide by the peace terms when made. It is not enough to increase the years of compulsory education for children, to stretch the school year, to construct and equip larger and better buildings. We are desperately in need of unusually capable, understanding teachers with ranging, inquiring minds who will be so imbued with the importance of their jobs as leaders of youth that they will constantly pursue their reading, research, advanced study, and travel to the end that they may open the minds of the younger generation and lead them along wholesome, enjoyable avenues of educational endeavor. Superintendents and other educational administrators, those leaders in the profession who have the wider opportunities through educational meetings, conventions, and community acquaintance, must assume larger responsibilities as stimulators and guides to classroom teachers. Anything less than a thoughtful, aggressive, tactful educational leadership must not be tolerated by thoughtful citizens in the postwar period.

2. Administrators and teachers need to understand fully the normal interests, aptitudes, and possibilities of children in this changed world. When a pupil says of his teacher, "She is just a dim bulb," there must be at least some reason for his characterization. Or, recall the cartoon showing two small boys looking at a model airplane one of them had built. The builder of the plane said, "I'm going to find the center of gravity this afternoon and then she'll be finished." The other replied, "No, you're not. The old girl is going to have us string beads this afternoon." There has been too much of the traditional, academically respectable bead stringing in every grade for the good of lively boys and girls.

3. Certification laws in many states have done a great deal to help secure better preparation for teachers. Some states specify that teachers may be assigned to teach in only those fields in which they have made specific preparation. Certification laws of the future in all states must help to correct the existing evils in this unhappy situation. Emergency certificates should be issued for one year only.

4. Undergraduate programs of prospective teachers should contain a sufficient number of courses in academic fields to ensure at least a fair acquaintance with the subject or subjects these teachers are to handle. Graduate schools should insist that



Howard McDonald
Superintendent of Schools-elect,
Salt Lake City, Utah

Mr. McDonald, a native of Salt Lake City and for some years deputy superintendent of schools at San Francisco in charge of personnel, has been elected superintendent of schools at Salt Lake City, to succeed Dr. L. J. Nuttall.

Mr. McDonald began his educational career as an instructor at Utah State College and has been successively teacher, vice-principal, director of teaching personnel, and deputy superintendent in the San Francisco public schools. He is at present completing work for the doctorate at the University of California.

classroom teachers take a major part of the courses leading to the master's degree in the fields in which they are teaching.

5. Recognition of a special sort should be given to those teachers who continue their study and preparation in individual fields whether they enroll in college courses or not. In fact, some of the best teaching observed is being done by those men and women who find they have a special interest in a field of investigation and who pursue that study deeply and extensively. For example, a teacher of English in a midwestern high school seemed to have a real interest in science, particularly in radio and communications. He "rode" science as a hobby, until he became unusually well versed in the fields of chemistry, physics, and mathematics. There should be, and in his case there was, a way to recognize this special preparation and a way to assign this man to teach science even though his college record showed less than the required semester hours of credit. Personally, I would rather have this man with a "flair for science" teach science to a child of mine than to have some teachers who have had twenty to fifty hours in the field.

6. Better salaries should be paid to teachers in the elementary and secondary schools. Surely a country that can spend 200 to 300 billions on war, a country that can pay \$300 to \$500 a month to unskilled, uneducated factory workers, can afford to pay its teachers more than a bare existence wage. In fact, this country

cannot afford not to pay better salaries to its teachers. The best investment this country could make in the next three to five years would be to double the salaries of teachers.

7. Scholarships for travel and study in the United States and in foreign lands should be provided for teachers in elementary and secondary schools and leaves of absence should be granted so that these scholarships may be accepted.

8. Teachers ought to indulge their curiosity by visiting business and industrial plants, by studying other social and educational organizations, and by thoughtful travel in this and in other countries. It came as a great surprise to me recently to learn that the educational facilities of Ford's Willow Run Bomber Plant were visited by only 144 educators during 1943, even though at least one other professional group had had more than a thousand visitors in that plant last year, while in the Detroit area there are at least 15,000 teachers.

9. The superintendent and board of education should labor earnestly and constantly to secure community support, both financial and with respect to proper appreciation, for those outstanding teachers who have been called by President Hamilton Holt of Rollins College, "Golden Personalities." We need more real teachers with outstanding personalities associating with and inspiring the youth of today.

10. Energetic, right-minded teachers can do a great deal these days to improve their scholarship and to extend their horizons by planned home reading or by taking extension and correspondence courses. A teacher who does not go forward will soon learn that he has gone backward.

* * *

No man is ever at ease in polite society until he has learned society's ways so thoroughly that he can discard his rule book. Likewise no teacher is at his best in the profession until he has learned not only his own field of teaching, but also allied fields so thoroughly that he need not be embarrassed when a new question is raised. The teacher needs also to understand the human beings with whom he is to deal daily—an understanding which cannot be learned out of books. When pupils begin saying "He's a great guy," or "He sure knows his stuff," then the "golden personality" is creating an atmosphere with live boys and girls which makes it possible to lead them on to an education suitable for a changed and changing society. Here is a challenge to school administrators to inspire and direct their teachers to a kind of continued preparation which cannot come solely from college halls, and a challenge to teachers to make that kind of preparation, personally and professionally, which will enable them to help boys and girls obtain enduring satisfactions out of their school days.

Mother Power Shortage

Charles L. Suffield

First Young Mother: "Did you hear that Sally is working at the air depot?"

Second Young Mother: "No, what did she do with little Donald and Mary?"

First Young Mother: "She parks them in the nursery school."

Second Young Mother: "Mighty convenient, I should say; and that gives me an idea."

Conversations such as the above are occurring daily all over the United States during these war days. Will such conversations cease when the war is won? Some people seem to believe that working mothers will hurry back to home responsibilities with the return of the soldiers. Others believe that young mothers may be forced to give up their jobs, but that they will demand the surcease from child drudgery which the nursery school provides.

What is this public nursery school? From where did it come?

The education of pre-elementary school children got its first impetus from Froebel, who invented the name "Kindergarten" in 1840. In the United States, the first private kindergarten, for German-speaking children, was established in 1855. Susan Blow organized the first English-speaking public kindergarten in St. Louis seventy years ago. Public kindergartens, in this country, usually provide educational experiences for children approximately five years of age. The kindergarten usually assumes that its pupils, before entering, have established basic physical habits and fundamental emotional attitudes sufficient for successful social intercourses.

The nursery schools trace their origin to Robert Owen, English mill owner and philanthropist. During the industrial revolution, he established a school for the children of factory workers. The primary purpose of his school was the physical care of the children. In 1909, nursery schools were established in the slums of London, and during World War I nursery schools were opened in various English industrial centers for the children of munition workers. The Educational Act of 1917 incorporated the nursery schools into the English school system. It can be seen that the nursery school originated in philanthropy and stressed custodial care of very young children.

Nursery Schools in America

The public nursery school in the United States got its impetus from the conditions growing out of the industrial depression of the 1930's. When the New Deal ushered in the WPA as the social instrument for reducing unemployment, the leaders of the nursery school movement in this country seized the opportunity to tie the nursery school to the WPA. Two things were accomplished: many women on the relief rolls were given work in



Complete medical and dental inspection are a regular activity of the San Bernardino nursery schools.

the nursery schools, and many underprivileged, undernourished, small children were given nursery school care. The nursery schools of the WPA remained true to their origins of philanthropy and physical custodianship but developed educational ambitions, as may be seen from an examination of the southern California WPA nursery schools.

By December of 1940, there were 27 nursery schools in southern California, all established under the WPA educational program. This program was encouraged by the State Department of Education but no financial assistance was given. Three fourths of the schools were housed in public school buildings, while the others were located in community centers, or in privately owned residences leased for the purpose. Local communities were expected to make a contribution to the program by providing housing, utilities, services, and food.

Children in the age group of two to five years were enrolled, from families certified as "relief clients" or from other families in the low income bracket. The average income of the families served was approximately \$50 monthly.

For each school of 30 pupils, the recommended staff was a head teacher, two assistant teachers, a housekeeper, and a handyman. Over the schools were placed organizers, supervisors, nurses, and administrators.

The development of war industries, as a

result of Lend-Lease and the entrance of the United States into the war, brought about man-power shortages that reduced the public relief rolls and eventually led to the liquidation of WPA. It was no longer necessary to provide jobs through federal works such as nursery schools; the staffs of the nursery schools could secure employment in industry.

By the close of the year 1942, the end of WPA could be predicted, and early in 1943 the liquidation of the agency was accomplished. But not all of the WPA officials were liquidated; some of these remained to administer other federal programs.

War Industries Demand Nursery Schools

The nursery schools no longer were required to provide work for needy adults, but a new adult purpose sprung up. The nursery school was recognized as an instrument for releasing young mothers from the home to the war industries.

About the time the WPA was skidding into semioblivion the California legislature was in session. The friends of the nursery school brought pressure to bear to authorize the public schools to take over the WPA nursery schools when the WPA should be discontinued. The legislature responded by continuing to prohibit local school districts from spending district tax money directly for nursery schools. This decision was unpopular with federal officials who frankly expressed

the opinion that California had benefited tremendously from the war industries and should, therefore, finance its own nursery school program. It can be stated fairly that the California legislature refused support of the nursery school program for other reasons than mere reluctance to provide financial assistance. Conservative legislators have always been skeptical of supporting public boarding school programs. Besides many PTA members and social workers opposed the program which would encourage young mothers to desert their families for industry.

War industries, meanwhile, had influenced Congress to include the nursery schools and other agencies in the Lanham Act. These funds, made available before the WPA was liquidated, offered a reprieve to the WPA nursery schools. It was the Lanham Act funds for which the San Bernardino school system applied when it was requested to sponsor the four WPA nursery schools conducted within its borders.

The San Bernardino city schools were given an "offer" by the United States of America for the operation of nursery schools. Under the "offer" the district promised to "endeavor" to provide half of the operating expenses. San Bernardino city schools took over the nursery schools May 1, 1943. Prohibited by the legislature from using tax funds, the district resorted to tuition charges of \$20 per month per child. For the fee the child was provided with food and care up to twelve hours per day for six days per week.

The Problem in San Bernardino

The San Bernardino city schools had not operated the nursery schools very long before pressure was exerted for the reduction of the fee. Parents who had been given the nursery school service free under WPA were the first to protest. These parents now had good jobs but were unwilling to pay the \$20. The largest employing agencies in the city were the next to protest. These firms wanted to employ mothers with as many as two and three nursery school age children. Three children would cost \$60 per month and the employing agencies discovered that the mothers would not pay such a large amount. When the employing agencies proposed "quantity discounts," the schools pointed out that the number of nursery school children per staff member was so small that the employment of a mother with three children did not help the man-power shortage. It was also suggested that the employing agency could pay the fee. Finally, the federal officials urged orally that the \$20 tuition fee be reduced, and explained that the district was not really expected to meet half of the operating expenses. The probable compromise was that the mother with the three children was hired and then she provided some makeshift care for the children. The schools urged employers to require that employed mothers of young children provide adequate care for their children.

The San Bernardino city schools are oper-

ating four nursery schools at the present time. These are all located "off campus." Three of the schools operate from 6:30 a.m. to 6:30 p.m. The other school operates 24 hours per day to accommodate parents on the graveyard, swing, or day shifts. Each child first enters the 24-hour center, which is designated the Receiving Center. Here he receives his medical examination and other tests. From this school the child is sent to the school most conveniently located, unless it is thought that the child will find more congenial companions in another school. Only in emergencies does a child remain in the nursery school for 24 hours.

The teachers and other staff members work 48 hours per week and are reasonably well paid. Teachers' meetings for which some professional credit is given are held frequently, and the morale of the teachers is good.

Trained People Needed

Applicants for staff positions are required to work three days without pay. After the three-day period many of the applicants have cooled off and decide to try another occupation. Occasionally, a sentimental woman of the community offers to work several hours per day without pay. After a few days of cleaning floors, washing clothes, and tidying up the bathrooms, such a woman finds other outlets for her emotions. Only teachers who have had nursery school training are permitted to "mother" the children. An effort is made not to overstimulate the children in any way.

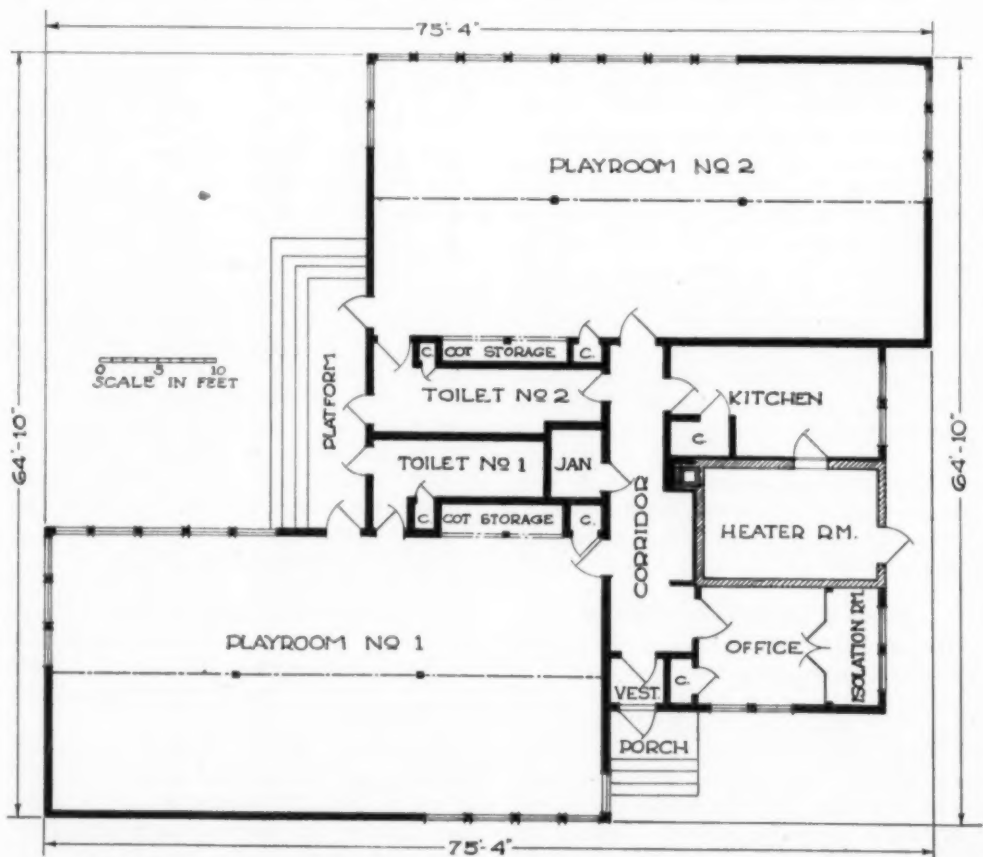
During the summer some regular day school

teachers have asked to assist in the nursery school. These discovered that "teaching" in a nursery school was very different from teaching done in the regular schools. Each nursery school child is an individual and requires personal attention and lots of it. He is in the nursery school to learn how to do things for himself and not to have them done for him. Mass education is "out" in a situation where basic physical habits, even, have not been formed.

The director of the San Bernardino city schools child-care service, Mrs. Kate Felver, had occasion last October to visit the nursery schools from California to Massachusetts, and to meet representative leaders at a national convention in Boston. Her observations have led to the conclusion that housing is a difficult problem to most of the school districts. In many of the nursery schools, located "on campus," there is a competition for play areas and lavatory facilities between the nursery school and the elementary pupils. Regular elementary schools are not equipped to handle very young children without making substantial changes in the physical setups.

The nursery schools housed "off campus" in old residences were not always well arranged for the efficient operation of the school program.

The "receiving center" of the San Bernardino nursery schools was found to be unique. No other city was using one person to do all the purchasing of food products. The San Bernardino nursery schools, through their purchasing agent, are able to buy quality merchandise at quantity prices.



Floor Plan of the Child Service Center, San Bernardino, California.

Objectives of the Schools

In the discussion to this point it would appear that the public nursery school exists only to provide jobs for relief workers or to exploit mothers of young children. This is not true, however, for the nursery schools are doing very fine things for the small children entrusted to their care. The director and teaching staff of the San Bernardino nursery schools have these immediate "objectives of nursery schools" developed under WPA:

- a) An adequate health, nutritional, rest, and physical care program for young children
- b) An opportunity for parents of young children to study their own child and other children of like age
- c) A social environment in which the child may experiment and learn socially acceptable responses
- d) Play equipment suited to the child's ability and size for progression in muscle development
- e) Opportunity for creative activity
- f) Opportunity for experimentation with materials without adult interference but with wise guidance from adults
- g) Opportunities for the child to develop appreciation of music, art, and nature study
- h) Cooperation between home and school in order that the child's welfare may be evaluated

Before the San Bernardino city schools took over the WPA nursery schools the PTA and other community organizations were consulted. Many of the PTA members and some of the clergymen were openly opposed to the purposes to be served by the nursery schools. It was insisted that the mother's place is in the home and that, with rising juvenile delinquency, the mother had an even more important job to do in her home during war times. The objectors declared that only a mother could provide the affection needed by the young child.

Those who favored the nursery schools would have preferred that mothers of young children remain in the home, but it was pointed out that many of these mothers had already left their homes for the war industries and that the children were being badly neglected. It was declared that many more mothers would leave their homes for war work and this prediction came true. It was recommended that the school district provide efficient nursery schools and then insist that the employers cooperate by requiring working parents to send their young children to the nursery school.

The same reasoning induced the San Bernardino School District to provide extended day care for pupils of the elementary schools whose parents were both working in the daytime. For \$3 a month older children can be left at child centers as early as 6:30 a.m. and as late as 6:30 p.m. Play and useful activities are adequately supervised but no food is furnished.

Now for a glance at the probable future of nursery schools.

A Good Mother's Care Best

There has always been a shortage of real mothers. There have always been mothers who have neglected their children. Sometimes



Healthful play outdoors is an activity on all fair weather days.

the neglect was unintentional and forced by the conditions of grinding poverty. Some women have not been prepared for motherhood and have selfishly resented the restraints placed on their personal liberty by their offspring. There are still other women whose lack of health has limited the attention they could devote to their children. Unfortunately for their children there have been women who have maintained that it was as much the father's job as theirs to perform the household drudgery connected with the rearing of young children. Children from such homes usually have to fend for themselves. Broken homes also have contributed to the misery of babies. Whatever the causes there have always been babies that would be better off in the detention type of nursery schools than in their own homes. The war and the manpower shortages have merely increased the number of such unhappy youngsters.

It is difficult to defend educationally the foundling-home type of nursery school. The realist has no difficulty, however, in perceiving that such a nursery school is making a very true contribution to the improvement of society. There is sociological if not educational justification. Perhaps the future will provide nursery schools for neglected babies.

Psychologists have convinced educators of the tremendous educational importance of the first years of the baby's life. Physical habits that will help or hinder the child are developed in those earliest formative years. Emotional attitudes that will blight or bless the child in the years that lie ahead are formed in the tender years. Professional educators give lip service to such truths, but they have had neither courage nor imagination to provide guidance in this vital area of the human-

life span. Possibly a better day is ahead. Point two of the fourteen points for education included in the recommendations of the National Resources Planning Board as transmitted to the Congress by President Roosevelt in March, 1943, recommended that "at least half of all children between three and five years, inclusive, receive preschool education." Point nine provided for "healthful school lunches for all children who need them."

It is difficult to justify educationally the nursery school program which provides custodial care for ten or more hours daily except as a practical substitute for something worse. An economic self-sufficient mother who is healthy, happy, affectionate, and intelligent can make a heaven on earth for her babies. No institution can ever substitute adequately for such a mother.

We have all known successful mothers, however, who would have been even more successful in the rearing of their children if relief from their onerous responsibilities could have been provided for definite periods each day. They might have been better mothers if they could have observed their offspring with others of the same age, experiencing the delights of a well-conducted nursery school. Even successful mothers might profit from the "mother craft" made available through consultations with skilled nursery school staff members. And the offspring would grow in social stature from pleasant associations with their peers. The nursery school program that provides educational experiences to little folks for something less than six hours per day is justified, and the future may provide for "at least half of all children between three and five years, inclusive, receiving preschool

education"; and also "healthful school lunches for all children who need them."

The Housing Problem

While the public school nursery school is rather inadequately housed at present, a brighter day is at hand. The floor plan of the \$25,000 San Bernardino Child Care Center, provided by the War Time Housing Authority out of Lanham funds, indicates that the future has already reached into the present as far as housing is concerned.

People seem more willing to spend money collected from them by the Federal Government than they are to spend the funds raised by state and local taxes. This is especially true of social-welfare programs. It might be argued that this attitude of the people is not real but only seems so because of the imposition of New Deal policies on the people. If Walter Lippmann is correct in his thesis, however, we shall see no great change in federal policies even though there is a change in federal management.

What will happen at war's end? Professional educators shake their heads dolorously as they contemplate the anticipated interference of the Federal Government in the educational programs of the future. They remember too well the competition set up by the CCC and NYA. To be sure, these federal agencies were ultimately scuttled but the educators are fearful that the Federal Government may again strike local school control.

What of the Future?

Will the Federal Government support and control the nursery schools of the future? While there has been no indication of this in the administration of Lanham Act funds, it is only a short stop from the locally controlled Lanham-Act nursery schools to the federally controlled WPA nursery schools of



Each child is taught proper eating habits.

yesterday. It would be relatively easy to set up federal control of all nursery schools.

It takes a major disaster like a war or a depression to uncover the weaknesses in our social and educational fabric. The illiteracy discovered by Selective Service has appalled the American people. Greater efforts than ever can be expected for federal subsidies of education. Possibly the nursery schools will be included in such a program.

Predictions concerning the nursery schools for the world of tomorrow are hazardous. It would seem reasonable to conclude, however, that in some form or other they will persist under federal or local control.

Better Budgets and Public Relations

Charles S. Johnson, Ph.D.¹

"Before we adjourn, Mr. Chairman, may I commend the supervising principal and the school board on the extraordinarily clear and meaningful form in which the budget has been presented to us taxpayers. It is the first time I, for one, have really understood it." Thus ended the first harmonious annual school budget meeting in six years of Union School District 4, Locust Valley, N. Y.

Budget hearings too often take place in a stormy atmosphere of unfounded suspicion and general discord. Perhaps the public relations program² has not been sufficiently comprehensive to achieve amity; perhaps previous school boards have followed a "cover-up" policy, and an unenlightened public is predisposed to doubts; perhaps the administration has not kept parents abreast of educa-

tional needs and achievements. So many intangibles affect public opinion that accurate conclusions may seldom be drawn as to causes for mistrust. Whatever the origins of unrest, a frank and clear presentation of proposed school expenditures will lead to faith and confidence in school-public relations. And the old adage, "the voice of the people is the voice of God," is still true.

The budget referred to by the taxpayer in the opening sentence? It was considerably higher than those of previous years — including acoustical treatment of all corridors, lunchrooms, stairwells, playrooms, kindergarten; capital outlay for a new four-bus garage; new auditorium drapes and curtains, and other improvements unsuccessfully sought by former boards.

Page one of the attractive six-page printed pamphlet was devoted to a message to the citizens describing the work and philosophy behind the preparation of the budget, a para-

graph explaining business administration and accounting procedure, a list of educational achievements and building improvements during the past year, and a note of appreciation for cooperation received by the board from the taxpayers.

The five following pages contained a breakdown of the budget under the traditional accounting classifications — General Control, Instructional Service, Operation of the School Plant, Maintenance of the School Plant, Fixed Charges, Debt Service, Capital Outlay, Auxiliary Agencies, Transportation, and Budget Summary. These detailed facts were followed by a list of "qualifications of voters." Code number titles under each of the nine major headings, as shown above, were followed by explanatory statements. One example may suffice to illustrate the method:

MAINTENANCE OF SCHOOL PLANTS

Code	Budget Division	1943-44	1944-45
5-1	Upkeep of Grounds (repairs)	\$ 600	\$1,018.25
	Grass seed, zone paint, rolling athletic field, repairs to sidewalks and roads, trimming and spraying trees, and miscellaneous supplies.		
5-2	Repair to Building and Painting	250	582.00
	Termite control, necessary painting inside and outside of building.		
5-3	Repair to Light, Heat, and Plumbing	1,000	990.50
	Cost of maintenance of heating plant, plumbing, and equipment operated by electricity, such as lighting, ventilators, dishwasher, and bell systems in proper operating condition.		
5-5	Repairs to Instructional Apparatus	160	461.45
	Repair and replacement of worn-out typewriters, musical instruments, household arts, shop, and science equipment. Also repairs to victrolas, radios, and motion-picture projectors.		
5-5	Repair and Replacement of Furniture	100	77.00
	Includes school furniture, window shades, etc.		
5-6	Repair and Replacement of Other Equipment	500	486.40
	Maintenance of power lawn mowers, refrigerators, clocks, scrubbing machines, cafeteria equipment, etc.		
	Total	\$2,610	\$3,615.60

Modern institutional living encourages *openness* as a method of operation. People are fair and just when completely informed. It is their prerogative to act as judge and jury. The trend of times is indisputably toward frankness in public relations. A school board which reflects this spirit in its financial affairs evokes confidence and support from the citizens.

A DEFINITION

Schoolhouse, little red, n. A place for public elementary education, which, when attended by some boys, causes them later in life to believe that, by virtue of such attendance, they are eminently qualified to judge of all new educational theory and practice.

¹Supervising Principal of Schools, Locust Valley, N. Y.

²The author, "Better School Entrance Through a Kindergarten Handbook," *American School Board Journal*, Vol. 108 (April, 1944), p. 50.

Our Experience Suggests—

E. L. Vitalis and O. E. Domian¹

Some fifty or sixty Minnesota superintendents who have administered building programs or who are now in schools which have been recently constructed have given of their experience to make these suggestions available. They responded to a request for suggestions to be given to the man about to enter upon a building program by listing desirable precautions, pointing out some of the pitfalls, and indicating what they would do differently another time.

Careful, long-term planning was recognized as essential. No community should be rushed into a building project. One of the big criticisms of the federal public works program was the emphasis placed upon speed, which made careful planning difficult. The community has to be brought to a recognition of the need of a new building. A continuous program of information and publicity to achieve that goal is much more desirable than a short, high-pressure campaign. Too often the high-pressure method has unfortunate repercussions.

The entire staff—teachers, principals, and school board—should be brought into the planning of the building. Teachers should be consulted regarding room sizes, cupboards, equipment, and facilities desired. Every new building should embody the best thinking and planning of the whole school personnel. The school group must clearly have in mind the educational plan for the community, must anticipate the future, and plan facilities which will permit the educational plan to be brought to fulfillment.

Visiting several newly constructed schools is highly recommended. It is suggested that buildings, planned by different architects, be selected in order to get as many ideas as possible. Suggestions from the superintendent and staff in these new buildings as to features of special merit and items that should be added are especially valuable. Many good building ideas can be secured from magazines devoted to school administration.

Get a Good Architect

The superintendents are agreed that the selection of the right architect is of prime importance. The architect should be experienced in school planning, should have a reputation for completing buildings within the estimated costs; he should be a man agreeable to work with. It is recommended that architects be invited in and that bidding for the job be avoided. Visiting schools planned by the architect and talking with school officials with whom he has worked are excellent precautions to take before employing him.

Be sure that the bond issue is large enough to cover all costs. A second bond vote during

a building program is difficult to carry and raises doubts in the minds of many as to the capability and the planning ability of the architect, the board, and the administration.

Investigate the money market to determine whether the bonds can be most advantageously sold to the state or on bids. Plan soundly for the retirement of bonds on a yearly basis. If possible, make the bonds callable so that advantage can be taken of extra funds or of reduced interest rates.

The superintendent needs to become proficient in reading blueprints (plans) and specifications. Many schoolmen have no building experience, so it becomes necessary to engage in self-instruction. The ability to visualize the actual building from the blueprint is essential. Too much time and study cannot be spent on studying the specifications and plans. Changes can be made during the planning stage which become impossible after construction is well under way.

Contractors should be investigated thoroughly. There is a great deal of difference in the type of work that different contractors do. Check on the jobs which the contractor has completed before awarding the contract. Find out about his financial standing, his reputation for construction, and his labor relations. The wrong type of contractor can do much to spoil a building project.

Frequent consultation with the state department of education is helpful. The men in the department should be consulted regarding the educational plan and the manner in which the building provides for it. The detailed plans and specifications need to be approved. Securing suggestions from the men in the state department throughout the planning program is very beneficial. Having the state fire marshal's office check the plans may also prevent later difficulties.

Local Hopes and Headaches

One of the sources of difficulty in a building program is the disappointment of local businessmen who fail to secure any business from the new construction. Local hardware, electrical, and plumbing concerns have high hopes of furnishing materials, but often find that they are not big enough to enter bids themselves. The successful bidders usually have their own source of supplies. That is the stage when they decide that those bumps on the superintendent which looked like sprouting wings actually are horns.

Most superintendents stress the need of a capable construction inspector, responsible to the board, to be employed during the entire building period. Too often this responsibility is given to the superintendent who has neither the time nor experience to handle this phase of the work. On the larger jobs the architect supplies a full-time inspector; frequently in

the smaller schools there is only the periodic inspection by the architect himself. On all jobs, large and small, an independent inspector, responsible only to the board and superintendent, will do much to see that all construction satisfies the specifications.

One of the biggest problems facing superintendents is to hold out sufficient funds to properly equip the building. Many of the men have admitted that construction costs have exceeded estimates so the equipment funds have suffered. Then, too, during the course of construction some alterations in construction often seem advisable. Most of these "change orders" involve additional expense, so again a raid is made on equipment funds. During construction when funds begin to get low, it is easy to say that certain items of equipment will be added later. In practice, that time never seems to come. Perhaps the only sure solution is to purchase all equipment first. Certainly the protection of equipment funds will tax the ingenuity of every superintendent having a building project. No phase of the building program is more important, as too often we have had fine new buildings and then find them bare of essential equipment or have filled them with old inadequate stuff that makes teaching difficult. As one superintendent has said—"better to have fine equipment in a fair building than an excellent building and no equipment."

The constant recommendation from the men is to be sure to plan large enough. Make the building larger than just to satisfy the bare immediate needs. In that way there will be room for growth in size of school or the expansion of services or both.

Build in Storage Space

Lack of adequate storage facilities seems to be a common fault, even in the newer buildings. Storage space for scenery and stage properties is often omitted. Space for keeping gymnasium equipment is too frequently inadequate or inconveniently located. Suitable storage space, easily accessible from the street for loading and unloading, should be available for janitors' supplies, school supplies, and books. The shops should not only be ample in size; they need generous storage space, with the entire shop unit readily accessible from the street. It is important that all storage space be dry and airy, so it is wise to provide sufficient tiling at the time of building so that all water will be kept out.

The janitors are often forgotten in planning a new building. A room that they may call their own is a wise provision. Space and equipment should be provided them so that they may have a place to make repairs without disturbing the industrial training shop or other teaching room.

The entire building should be so planned and

¹Mr. Vitalis is superintendent at St. James, Minn.; Mr. Domian is superintendent at Waseca, Minn.

constructed that various units can be used independently of the rest of the building. The auditorium should be so placed that it can be heated independently, that adequate toilet facilities are available, and that the rest of the building can be closed off. Similar arrangements should be made for the lunchroom, for the agriculture department, for scout rooms, for the gymnasium, and for any other units that may be used evenings or at times when most of the building is not in use.

The heating, ventilating, plumbing, and electrical installations cause many headaches. As superintendents often feel incapable in this line, they neglect it. The boiler-room space needs to be planned carefully so that the boilers may be easily accessible for cleaning, stoking, and servicing. Coalbins need to be large enough to hold a year's supply of coal and conveniently located so that handling of coal is kept to a minimum. The installation of stokers with the stoker feed direct from the bin should be considered. Provision must be made for handling ashes easily.

Building plans and specifications should allow for possible future installations of such items as a loud-speaker system, a clock and bell system, and telephones. The electrical wiring system should be heavy enough to take care of any probable future loads. The proper number and convenient placement of electrical outlets in each room should be studied. Plumbing should be so placed that it will be readily accessible. Plumbing in science laboratories needs special attention. Easy-to-get-at cleaning outlets are needed for sewers. An adequate number of shutoffs for both heat and plumbing will be a good investment. Water outlets should be checked in order to have water readily available wherever needed.

There appears to be no agreement upon the best type of ventilating system to be used. Several of the men expressed dissatisfaction with the unit system and wished that they had used the central fan system. Some of the unit ventilators have given difficulty due to freezing. Noise has also been suggested as a disadvantage of this type of ventilation. One superintendent suggested that all mechanical ventilation be eliminated, as he felt that good window ventilation was best.

A community room for small meetings, equipped for showing motion pictures, with stage and adjoining kitchen facilities, has proved useful and economical in several schools.

Acoustical Treatment Pays for Itself

There is wholehearted approval of the wide use of acoustical treatment. Such material should not be limited to auditorium and music rooms. It serves a valuable purpose in classrooms, lunchrooms, and corridors. Acoustically treated classroom ceilings save a lot of wear and tear on nerves.

Several suggestions have been made to aid in building maintenance. Glazed tile walls in corridors and toilet rooms cost more money, but reduce work and upkeep, in addition to giving the building a much cleaner appear-

ance. Soft or smooth plaster finish causes difficulty. Terrazzo floors in corridors, stairways, and lunchroom have become generally accepted. Staircase corners and all corners elsewhere should be rounded to aid in sweeping. Avoid, if possible, a north entrance because moisture does not dry rapidly there, with the result that students track in a great deal of dirt. An outside entrance to the locker rooms eliminates the traffic of football and baseball squads within the building. Recessed scuff wells inside the entrance doors to the building will catch much dirt and prevent it being carried into the building. Hardwood trim instead of softwood makes for easier maintenance. As a matter of policy, it is poor economy to try to save money by using an inferior quality of material.

In general, the superintendents agree that imposing entrances and other "frills" for exterior appearance are unnecessary and should be eliminated. Natural stone for coping is recommended, as the artificial stone has not proved satisfactory. If at all possible, all cement and brick construction should be completed when the temperature is above freezing. Special attention should be given to foundations and footings so that they will prove ample for the building. Floors that are laid next to the ground are a common cause of trouble.

Check the Small Details

Within the building many details, small in themselves, but of value in efficient school

operation, need to be checked. Many men report that they can't seem to get too many bulletin boards. The use of blackboards is decreasing, so much space formerly given to blackboards can be used for bulletin boards. Rooms to be used in the visual education should be provided with darkening shades and other necessary equipment. Map rails in all grade rooms and in many of the high school rooms are very useful. Shelving and cupboards in classrooms need careful planning and should be ample for all purposes. Standardizing door locks and master-keying them is advantageous. Affixing locks to lockers instead of using padlocks makes for economy of time in administration and in maintenance.

In the lavatories it is wise not to place mirrors over wash basins. Book racks are a desirable convenience in all lavatories. Self-closing faucets are an economy. An ample supply of mirrors in the girls' dressing room saves much student time.

The grounds should not be forgotten in any building undertaking. Necessary sidewalks, cleaning and surfacing grounds, and landscaping should be included so that when the building construction is over the school unit will be complete in every respect.

To the superintendent entering a building program goes the best wishes of the men who have gone through the experience. Any school building project involves a tremendous amount of work and much grief, but it gives a superintendent an experience which he will treasure forever.

Religious Tolerance in Schools

The New York City schools have placed in the hands of teachers a circular entitled, "The Worth of People." In this circular are outlined ten principles of action that are deemed worthy of measured consideration by members of the educational staff in dealing with fellow teachers and supervisors, pupils in the schools, and school patrons generally. The principles which are signed by groups of teachers, representing respectively Jewish, Protestant, and Catholic instructors, are aimed at the promotion of better intercultural relations not only in the schools but in the community as a whole:

1. That each one of us turn the searchlight upon his own conscience to examine his conduct in relation to those who differ from us racially, nationally, religiously. What have we done to know our colleagues in school? Have we been suspicious of their motives? Have we imputed ulterior motives to them while assuming a "holier than thou" attitude for ourselves?

2. That the head of each school set the example of open-mindedness, of fair play, of neither bias nor prejudice in his relation to his teacher, his pupils, his community.

3. That each level of the educational staff be made conscious of its obligations in fostering humanitarian practices, and be encouraged

to offer its best thinking in our efforts to establish proper understanding.

4. That we minimize school incidents when possible. An epithet hurled by a child in a tantrum may be skillfully ignored, while magnifying it may put an idea into the minds of pupils who otherwise would be untouched. Handling serious incidents needs group education.

5. That we make use of folk songs, folk dances, carols, etc., to show similarities in racial, national, and religious observances.

6. That the present procedures in curriculum and courses of study revisions include specific references to the contributions of each race to world literature, fine arts and music, so that our children may come in contact with the heritage of each group.

7. That we encourage discussion among our pupils of the religious holidays of Jews and Christians to show how conducive to moral and ethical conduct such observance is, and to create a mutual understanding of, and a respect for the beliefs of all peoples.

8. That we cooperate with religious organizations of all faiths and all lay organizations which have as their purpose the bringing about of mutual understanding and respect.

9. That students be led to discover and discuss the outstanding contributions made by different groups toward the advancement and betterment of human society. The identifica-

(Concluded on page 53)



Architect's Perspective Sketch, Cafeteria-Gymnasium Building, Tucson High School, Tucson, Arizona. — Place & Place, Architects, Tucson, Arizona.

Built for Good Health and Good Living

Robert D. Morrow¹

No matter how carefully we plan a building, no matter how carefully the drawings and specifications checked, no matter how many change orders are approved during construction, we frequently find after months of hard work that we have omitted something from a building or have put in something which should have been left out. Even before the building is put into use some of the errors have become evident.

The Tucson High School Annex is a "near exception" to this rule because it is one of the most functional buildings I have ever seen in service. With the exception of the need for additional space in some departments, few changes would be made in the general plans if the building were to be built for 1944-45 rather than for 1940-41. With all the innovations suggested in building plans for the "postwar era" it might seem, because of our self-satisfaction with a building already built, that we might possibly be in a rut. Since we know what the building is doing for us, we prefer to think we're in a groove and not, in any sense of the word, in a rut. About 90 per cent of our high school program in physical education, social living, music, recreation, and health is centered in and around this building. Some of its features and the utilization of surrounding school grounds are the same as those suggested for postwar buildings and may be of value to school people who are planning for the future.

¹Superintendent of Schools, Tucson, Ariz.

The success of any organization or institution depends pretty much upon the leadership of the "head man." C. A. Carson, assistant superintendent of schools and principal of the Tucson Senior High School, is largely responsible for the successful planning and

operation of this unit. The board of education and the superintendent decided that, since he was the one who had to live in it and with it, he should be the one responsible for the planning. When preparing the plans he called in all department heads, teachers,



Entrance to cafeteria — used for parties, community gatherings, and for special get-togethers. Rear entrance used for regular service.



The outside service and bottle exchange as seen from the playground. The patronage is liveliest during the noon lunch period.



Boys' locker and shower room. Picture taken between classes. Hundreds of boys pass through here daily. Rooms are easily cared for, are not dressed up for the picture.

rate unit. The building is so planned that on play nights, when innumerable activities are under way, there can be a continuous flow of traffic from the girls' recreation and correction room on the second floor, through the girls' dance room (mirrored walls, rails, and other appurtenances) down through the girls' gymnasium, the cafeteria, and the boys' gymnasium. Play nights are sometimes conducted for mother-and-daughter, father-and-son, or family groups, or just for high school boys and girls. Badminton, table tennis, archery, indoor baseball, volleyball, cards, and other table games, group singing, "amateur nights," and dancing usually comprise the evening entertainments.

Coming back to the actual serving of food and the normal function of the cafeteria, attention should be called to the "outside service." Here several hundred boys and girls daily purchase cold drinks, milk, chocolate milk, malted milks, ice cream, sandwiches, potato chips, desserts, salads, and candy, to supplement lunches brought from home. This service is particularly popular in Tucson since



The building as seen from the tennis courts. (Main high school building in the background.)



Airplane mechanics in space formerly occupied by R.O.T.C.



The graphic arts department provides boys and girls with opportunities in typesetting, presswork, and all branches of bindery work.



A corner of the vocal music room with an instructor, girls' quartette, and accompanist.



The main kitchen is equipped with the finest labor-saving devices.

many students eat their lunch "outdoors" throughout the school year. Tables have been placed beneath the trees in an area adjacent to the Annex, and there are not more than two or three days during the entire school year when students cannot eat and study in a shady nook or in the warm Arizona sunshine.

If space would permit, the foregoing comparison of the "old" and the "new" cafeteria could be made of all other departments housed in the building. However the floor plans can be studied, the reader can use his imagination, and we shall merely hit the high spots. The ceilings in all rooms and corridors are of acoustic plaster; the walls in the music rooms are also finished with acoustic plaster. It will be noted that the music rooms are placed some distance apart in spite of the fact that they are acoustically treated—no sour note from the swing band or high "C" from the glee club ever disturbs the other group. The director of vocal music and the director of instrumental music are never in each other's hair or in anyone else's hair, and consequently they work in perfect harmony on all school programs and in all community activities.

The graphic arts department, which has expanded rapidly during the past three years, is housed in a semibasement, and although such a location for any shop or school activity is considered bad, it really isn't as bad as it seems since practically all work is done under artificial light and forced ventilation is in operation at all times. The machine shops, airplane mechanics shops (occupying the rooms formerly used by the military department), welding and sheet metal departments are also housed in a semibasement. Window space provides adequate "day lighting" for most shopwork; artificial lighting and forced ventilation make these rooms quite satisfactory. After the war is over we hope to build a new vocational high school, and the ROTC

will probably move back into this building. Rifle range, classrooms, storage space for an active military unit will be available.

The boys' and girls' shower rooms have been especially well planned and are easily maintained and controlled. Wide center aisles between batteries of lockers provide for an easy flow of traffic and make supervision a simple matter; benches built of reinforced concrete (an idea borrowed from a cement manufacturer's advertisement) which have no legs or stands to get in the way of brooms and mops are a great help to custodians. Water temperature is controlled from a central panel board to prevent any thoughtless

child from "scalding" or freezing an unsuspecting neighbor.

The tennis courts are used all 12 months of the year and are open to the public before and after school. The bookstore, shops, band room, picnic grounds, and athletic field are open during the summer months when the other departments are closed for complete renovation and rehabilitation. The cafeteria operates during the two five-week sessions of summer school but operations are greatly curtailed.

The building is faced with pressed brick and terra cotta trim; footings and founda-

(Concluded on page 57)



Basketball with the Phoenix Union High School, traditional rivals of the Tucson High School.

The Schools Need a Longer Day

W. R. Godwin¹

The title of this article suggests that the author may be out of touch with reality. Surely all schoolmen have been under severe pressure to shorten rather than lengthen the school day. In rural areas schools have been urged to excuse students to do spring planting and fall harvesting. Food will win the war! In our own state of Kansas the pressure has emanated from no less authority than the governor, and has resulted in representative schoolmen being called in to work out a constructive plan of cooperation with the Governor's Farm Labor Commission.

In areas where food packing is an industry, newspapers report instances of entire high schools being dismissed to meet the emergency of saving a tomato crop, a peach crop, or a pickle crop. Such emergency dismissals receive enthusiastic acclaim from the canning factory operators, from farmers whose crops have been saved, and from the public in general. Other schools find it advisable to excuse students at onion topping time, and still others at potato digging time.

There are additional pressures to shorten the school day. The National Retail Dry Goods Association, 101 West 31st St., New York, has issued a bulletin urging local Chambers of Commerce all over the country to exert influence on local boards of education to release students for work in stores during rush seasons. The bulletin reports widespread compliance in large cities all over the country, following one or more of three plans listed: (1) closing the schools for Christmas vacation from one to three weeks earlier than usual; (2) daily early dismissal of students with good grades during the fall and Christmas seasons—generally at noon or at one o'clock; and (3) the 2-2 system whereby two students fill one full-time job, with one student going to school in the morning and working afternoon, and vice versa.

Superintendents and high school principals are familiar also with such incidental requests as the ones exemplified by the suggestion to excuse forty or fifty pretty high school girls for a few days to go into factories to boost the sale of war bonds and stamps; or the request to excuse boys to work as messengers for Western Union; or the request to excuse boys to work on parcel-post delivery trucks during the pre-Christmas rush; or to excuse boys and girls to meet various emergencies in grocery stores and at gasoline service stations.

Moreover, school people are aware of the extremely heavy load of work carried outside of school hours by students who do not ask to be excused. Many students work such long hours that fatigue seriously threatens their effectiveness as students in school. In highly industrialized areas, some high school

boys work full shifts at night and attend school during the day. Bowling alleys commonly employ junior high school boys as pin boys so late at night that they are working longer hours, if the school day is included in the calculations, than the warworkers whose morale they are supposed to be upholding.

The whole procedure strikes a popular note. Students are glad for earning opportunities. Parents look with favor upon an extra source of family income during these days of increased living cost. Employers view this new source of labor with enthusiasm. Schoolmen recognize the educational value of work experience, and quite generally approve adjusting the school program to permit a greater amount of student employment. They view it either as a patriotic act in helping to win the war, or as a realistic acknowledgment of pressure too great to resist. Those who are in doubt about the wisdom of the situation are inclined to reason that it is better to excuse students part of each day than to have the student quit school altogether to accept employment.

Other Forces At Work

But in spite of these very real pressures which tend to force us into a shortened day or a shortened school year, the author believes there are other forces at work which are more powerful and more valid in educational thinking that impell us in the opposite direction. The history of schools in this country reveals a gradual but inexorable increase in the responsibility which has been placed upon schools by the society which they serve. There has been no abatement of these responsibilities to justify schools in reducing the amount of time or effort spent with students. On the contrary, there have been numerous and extensive additions to the responsibility of schools. Some of these have been undertaken with no thought of lengthening the school day; but the point at which additional responsibilities can be accepted without lengthening the school day seems to have been passed. There are four main categories of forces impelling us in the direction of a longer school day. They are (1) need for extended care of children; (2) added teaching responsibility; (3) invasion of the regular school day by worthy educational forces; and (4) additional services to be rendered.

I. Need for Extended Care of Children

For many years preceding the current crisis, the home has been withdrawing from its responsibility in the care of children. This gradual withdrawal has been greatly accelerated during the current labor shortage which has lengthened the working hours of the father until he has still less time with his growing children; and which in hundreds of thousands of cases has taken the mother also

away from her children and placed her in a factory, office, or store. In instances where parents work on different shifts, home life as we have ordinarily understood it has all but disappeared. The result is added responsibility for the schools.

Before School Care. Many children now come to school before the usual time for teachers to begin their duties. During years gone by there were always some who had no one to look after them before school opened, but the number now whose mothers must pack them off to school very early in order that she may be at work on time has increased manyfold. Some children are required to get up alone, prepare their own breakfasts, and start off by themselves.

Permitting these children to stand outside the school doors, or allowing them to wait quietly in the vestibule during inclement weather until time for the teachers to be on duty is a generous gesture, but is not an adequate solution. A program of constructive experience will eventually have to replace the waiting in the vestibules and the undirected scuffling on the playground.

Noon Hour Care. An ever increasing number of children must eat noon lunches away from home. Some eat their dry sandwiches in uncomfortable and poorly adapted temporary lunchrooms at school. Others devour hot dogs and candy bars at ten-cent stores and small lunch counters downtown. With noon hours in many schools still arranged to accommodate the fortunate child from an adequate home located at considerable distance from the school, many children are left to run loose on the streets and fall into habits of petty thievery at ten-cent stores, loafing in the courthouse toilets, and engaging in other activities which counteract the efforts of school, home, and church to teach wholesome living.

The author believes that the practice of many schools in providing nutritious lunches in attractive school lunchrooms, and providing other wholesome educational experiences throughout the lunch hour for all students who cannot be expected to go home for lunch, will prove to be the dominant trend and will eventually become the standard practice.

Afterschool Care. The afterschool care of children is a major problem at the present time, and is likely to be so for long after the war. If the father is not away at work, he is probably asleep in preparation for the night shift. Mother is at the club, office, store, or can't get home from the factory until about 5 o'clock. The studies that have been made in different schools indicate that the number of these children who desperately need afterschool care is significantly large.

Instead of merely tolerating children on the playground after school, or leaving to

¹Superintendent of Schools, Hutchinson, Kans.

them the less wholesome choice of playing in the streets or on the lawns of unwilling hosts, the example of some which provide constructive experiences at school on playgrounds, in shop, in the library, art room, or in the gymnasium is likely to become the accepted pattern of service.

Evening Care. Nor is the need limited to elementary and junior high school students. Wholesome evening recreation for young people of high school age is one of the crying needs of our time. Homes have retreated so far from their former function as an evening recreation center that the impulsive outcry of high school youth that, "This is a dead town" or "We don't have a decent place to go for recreation" is accepted as valid by the average citizen in the average community.

Churches have not usually advanced their recreational programs rapidly enough to keep up with the retreat of the home. Where high schools have failed to expand their extra-curriculum activities fast enough to meet the need, communities are organizing Youth Recreation Centers to make it "unnecessary" for their young people to patronize commercial places of recreation of doubtful repute. The author believes that most of these ventures will eventually fail through lack of adequate personnel and financing, and that the responsibility of providing an adequate evening social program for its students will be accepted as one of the regular and inescapable obligations of the schools.

Thus it is seen that the need for extended care of children constitutes a powerful urge to lengthen the school day in such a way that it will begin earlier in the morning, extend through the noon hour, last longer in the afternoon, and include an evening activity schedule for the secondary school students. That such an extended school day will mean added personnel and added expense goes almost without saying.

II. Additional Teaching Responsibility

Another trend which indicates the need for a longer school day is the acceptance of additional teaching responsibilities. I do not refer to added courses of instruction which are usually taken instead of other courses. One might take Spanish instead of French; but this would not tend to lengthen the school day. I refer to added teaching responsibility, which means that usually students carry the courses in addition to their traditional school load. These are so numerous that one can scarcely do more than enumerate them.

Music. Glee clubs, bands, orchestras began as extracurriculum activities, but have long been accepted into the curriculum. However, the day was not lengthened to accommodate these additions, and, for the most part, they are carried as "extra" courses, and call for many out-of-school rehearsals and many hours devoted to public performances.

Debating. Debating began as an extracurriculum activity, but has been accepted into the school day without lengthening it. Debate tournaments and various speech ac-

tivities are conducted during out-of-school hours and constitute an addition to the aggregate of teaching hours. To press these activities into the regular school day would do violence to other regular courses that are being carried.

Physical Fitness. The Army and Navy have asked the schools to harden and condition high school juniors and seniors better to fit them for participation in the war effort. This has meant that juniors and seniors have taken an additional course, usually trying to squeeze it into the regular school day.

Preinduction Courses. Although in many cases these courses represent adaptation of content in courses already provided, many students must take them as additional courses without dropping others that are necessary for graduation or desirable for personal reasons of the student.

Refresher Courses. Under encouragement of military and civilian authorities, many schools have given screening tests in mathematics, science, reading, and spelling to students approaching graduation, and have required students who do not show suitable proficiency to take refresher courses to enable them to meet certain standards in fulfillment of graduation requirements. This constitutes an additional time requirement both to students and teachers.

War Counseling. In addition to the development of a general guidance program which itself is an example of added responsibility without lengthening the school day, the War Manpower Commission now asks that a program of war counseling be established, the better to guide students into channels of combat or war production through which they can render their maximum service. This, too, is presumably to be done within the limits of the regular school day.

Red Cross First-Aid and Safety Training. As a result of pressure from local chapters of Red Cross, in many communities this valuable work has been added to the regular requirements for graduation, and has been carried as an additional teaching responsibility.

War Economics. The United States Office of Education asks not only that war savings securities be sold at school, and that rationing registrations be held there, but that the schools accept the additional responsibility of teaching the implications of inflation, the understanding of *why* we buy bonds, and *why* foods and other items should be rationed. This responsibility cannot be discharged by adapting course content in the regular economics course in the senior year. If it is to be discharged properly before the war is over, it must be accepted as an additional teaching responsibility at all grade levels in a functional context.

III. Invasion of the School Day

Although the weight of additional teaching responsibilities falls most heavily at the secondary level, another force tends toward the longer school day at the elementary level. This force is the *invasion of the school day* by comparatively recent but worthy activities:

Music Lessons. Band and orchestra directors have realized that to develop a proper quality of performance, they must begin training at the fourth-grade level. It has become quite common for them to have administrative approval in "taking students out of class" for their instrumental music lessons.

Dental Clinics. Dental examinations "on school time" has become quite common. In schools which have school dentists for repairing the teeth of indigent children, it is common practice to perform the corrections "on school time." Moreover, in many communities it has become extremely difficult for practicing dentists to find enough time to make out-of-school appointments for school children. Many schools now send them during the school day rather than have children go without dental care which they can afford and are willing to purchase.

Speech Correction. The work in logopedics which is becoming quite popular involves taking students out of regular classes to receive the specialized training that is needed.

Week-Day Religious Education. On the grounds that the churches can get access to all the children for religious instruction in no other way, pressure is being brought to bear on school authorities in many communities to release students for studying religion at least once a week "on school time."

Supplemental Feedings. Supplemental feedings of milk have become common in many schools. Of course, these feedings require a part of the regular school day.

IV. Additional Services to Be Rendered

Another force impelling us in the direction of the longer school day is the expanding list of *additional services to be rendered*. Some of them are listed.

Stamp and Bond Sales. The very splendid job which schools are happy to do requires time.

Salvage Campaigns. This has become an almost continuous service. No sooner has the collection of surplus clothing for Save the Children Federation been completed, than the OCD Salvage campaign for scrap iron comes. This is followed in quick succession by the collection of waste paper, the collection of tin cans, and the campaign to restore pennies to circulation in behalf of the United States mint. These worthy services require time.

Rationing. The rationing of sugar, fuel oil, gasoline, and general food items are important services the schools have been called upon to render. These have been accomplished both by using a part of the regular school day and also extending the day to include evening hours.

Selective Service Medical Survey Program. Selective Service officials now require the high schools to compile pertinent and confidential material for all students leaving the school during any given year, for use in determining the ability of registrants to adapt themselves to the stress of military service. This worthy service requires time.

Recruiting at School. Various representatives of the Army, Navy, Civil Air Patrol,

Wacs, Waves, Cadet Nurses, and many others request and secure permission to meet groups of students at school for the purpose of pointing out the advantages of service in their particular branches. This valuable service, like all others, takes time.

Summary

There are four important forces which impell us in the direction of a longer school

day; namely, (1) need for the extended care of children; (2) added teaching responsibilities; (3) invasion of the school day by worthy education forces; and (4) additional services to be rendered. Opposed to these are other powerful forces, which have less educational validity. These other forces are urging us to actually shorten the school day. Being caught in the cross fire of such opposing forces has tended to confuse our think-

ing. A feeling of frustration overwhelms many classroom teachers as they attempt to discharge their added responsibilities with interrupted or reduced access to students. It is the belief of this writer that if we are actually to discharge our added responsibilities instead of merely going through the pedagogical motions of doing so, we must have a longer rather than a shorter school day in which to accomplish our purpose.

Achieving Fairness and Uniformity in

Marking by a Point System

Vaughn R. DeLong¹

School marks have been the subject of much discussion and probably will continue to be debatable. Certainly every school administrator is confronted at times with problems arising from marks. They are the one regular contact with the homes; they can improve relationships with the home or lead to serious injury of that contact; they can assist in motivation of pupil effort or, in extreme cases, almost destroy it.

Some of the more immediate problems found in the Oil City schools were the following:

The Problems to Be Solved

1. There was no uniformity in marking and no way of determining just how much variation did exist. A percentage system of marking was in use with 75 per cent as the passing mark. Each teacher assigned marks without regard to their percentage value. This caused much confusion for identical marks in different subjects might, and frequently did, mean very different grades of achievement.

2. Many teachers considered what they believed to be the ability of the pupil when he was given a mark. This sometimes resulted in a pupil of low ability getting a higher mark than a pupil of better ability who was really doing better work.

3. A study of the marks of graduates showed that the average of their passing marks was 81 per cent, although the range was 75-100. This bunching on the lower end of the scale reflected again that many 75's were given to pass pupils without regard to achievement.

4. There was evidence of frequent consideration of conduct in the pupil's mark.

5. Pupils and parents had little confidence in teachers' marks.

Other methods of reporting achievements were considered, but none of them seemed to furnish the right answer. The practice of not marking pupils or of sending only explanatory letters home did not appeal to us as it is necessary to make some written record of a pupil's achievement, and if such a

record is made, both he and his parents should be informed of it. The same criticism could be made of letters to parents. Neither of these methods impresses sufficiently upon the pupil his responsibility to achieve to the top limits of his ability. On the other hand, a method which would involve complicated statistical procedures on the part of the teacher seemed to require wasted effort. It should be a relatively simple matter for teachers to report a pupil's achievement if it were confined strictly to achievement.

A series of faculty meetings was held to study and discuss the situation. As a result of these meetings, a system was developed which was sufficiently simple to require only a minimum of time by the teacher in translating achievement into marks. It contains the following provisions:

The Plan as Accepted

1. All marks must be based only on achievement.

2. The teacher will record points only in the record book. Tests will not be marked in percentage or by letter. Points only will be used. The number of points for any question will be determined by each teacher, and the total possible on a test or assignment will be recorded in the record book at the top of the column. Then the number of points made will be recorded opposite the pupil's name in the same column.

3. Teachers are urged, in so far as reasonable, to consider only the objective factors.

4. When subjective factors are involved, the teacher will use not more than six classifications for those marks; for example, 20, 18, 16, 14, 12, 10. These points will be recorded just the same as outlined in paragraph 2 above.

5. At the end of a six weeks' marking period the teacher will total the points possible for a given group and will then total the points earned by each individual pupil.

6. The teacher determines the failing point. This is left to the teacher's judgment. It may be any point she believes to be just and fair, but it must not exceed 75 per cent of the total possible points.

Calculating the Student's Points

7. After step 6 has been taken, all marking is automatic, as follows:

a) Find the number of points between failing and the total possible score.

b) Find the value of an A:

Multiply this difference (a.) by .2. The answer will be the number of points which will be given a mark of A.

Subtract the number of points for an A from the total possible points. All pupils having a score between these points will be given an A.

c) Find the value of a B:

Multiply the difference by .28. The answer will be the number of points which will be given a mark of B.

Subtract the number of points for a B from the lower number of points of the A group. All pupils having a score between these points will be given a B.

d) Find the value of a C:

Multiply the difference by .32. The answer will be the number of points which will be given a mark of C.

Subtract the number of points for a C from the lower number of points of the B group. All pupils having a score between these points will be given a C.

e) Find the value of a D:

Multiply difference by .2. The answer will be the number of points which will be given a mark of D.

Subtract the number of points for a D from the lower number of points of the C group. All pupils having a score between these points will be given a D.

f) Find the value of an E:

Use the number of points determined for a D.

Subtract the number of points for an E from the points established as the passing mark. All pupils having a score between these points will be given an E.

g) All other scores will be given a mark of F.

Example

	Total possible points	165
1.	Passing	110
2.	Difference	55
3.	$55 \times .2 = 11.0 = \text{number of points for an A.}$	
	$165 - 11 = 154.$	$154 \text{ to } 165 = \text{A.}$
4.	$55 \times .28 = 15.4 (15) = \text{number of points for a B.}$	
	$154 - 15 = 139.$	$139 \text{ to } 153 = \text{B.}$
5.	$55 \times .32 = 17.6 (18) = \text{number of points for a C.}$	
	$139 - 18 = 121.$	$121 \text{ to } 138 = \text{C.}$
6.	Same as 3. $11.0 = \text{number of points for a D.}$	
	$121 - 11 = 110.$	$110 \text{ to } 120 = \text{D.}$
7.	Same as 3. $11.0 = \text{number of points for an E.}$	
	$110 - 11 = 99.$	$99 \text{ to } 109 = \text{E.}$
8.		$0 \text{ to } 98 = \text{F.}$

¹Superintendent of Schools, Oil City, Pa.

A Chart to Eliminate Calculations

This procedure outlined above for calculating the number of points to be assigned to each letter was further simplified by giving each teacher a chart which made the calculations *b* to *g*, inclusive, unnecessary. This chart gave the number of points for each letter when the difference between the total possible points and the failing points was a given amount.

	Examples				
	A	B	C	D	E
Difference 25	5	7	8	5	5
Difference 32	7	9	10	6	6
Difference 56	11	16	18	11	11
Difference 100	20	28	32	20	20

The value of each letter as used in *b* to *g* above was determined by applying the normal curve to thirty thousand marks given under the previous system and then calculating what percentages would be included if an absolute percentage system were used with 75 per cent as passing. If we assign 75 to the number of points chosen as the lowest passing score, then, actually, an A is 95-100; a B is 88-94; a C is 80-87; a D is 75-79; and an E is 70-74. The procedure used in *b* to *g* then assures a distribution of marks over the passing range but gives the teacher a simple method since it eliminates percentage calculations and removes the thought of percentage from the teachers' and pupils' minds.

Flexibility With Fairness Assured

8. No pupil will have his relative position on cumulative points changed. The teacher is at liberty to vary the passing mark for the entire group as she deems necessary, but once it is determined all other marks are automatically fixed.

9. The teacher reports her marks to the office at the end of each marking period by filling in a work sheet form which shows the number of pupils having the various numbers of points and the mark assigned to each. This work sheet really assists the teacher again, for it has printed on it in numerical order a column of possible points. The teacher makes a tally mark opposite these numbers for each pupil having that number of points. Then when her calculations under step 7 are made it is a simple matter to bracket the points for an A, B, etc.

10. Homework is to be considered preparation for daily work and is not to be credited in the mark except if it is desired to deduct a reasonable number of points for work not completed or to give an incomplete mark until it is completed. This statement is not to be construed as meaning that homework will not be assigned as necessary, but rather that the pupil will receive credit for it through improved recitation and test marks.

11. All written work which is marked is to be returned to the pupil so that he is aware at all times of his standing on this type of work.

The marking system as outlined has been in use several years and has met with almost

complete satisfaction. In this period of time only two complaints on the thousands of marks reported have reached the superintendent's office. Both of these situations were easily taken care of because the marks were based on such definite information that the parents could see immediately that the marks were just a record of achievement. Likewise, teachers have found it to be much easier than many of their individual methods formerly used.

It was stated under steps 6 and 8 that the teacher decided each marking period how many points would constitute the failing point. In doing this she takes into consideration (a) what she thinks should be the lowest achievement acceptable for the work assigned, (b) and to some extent the number of pupils below this point. This latter consideration is so that she may compensate for a test which may have been unduly difficult. But the teacher keeps uppermost in her mind that she is concerned with achievement. Actually, the failing mark is most frequently placed between 65 and 70 per cent of the total possible points.

The Advantages Summarized

The system has the advantage of telling the administration just what standards each teacher uses. Under previous plans teachers reported so many pupils as receiving 75, so many 80, and so on. But this did not mean that those with a mark of 75 actually earned that mark. Consequently, the true situation was hidden and low standards of one teacher or high achievement by the pupils of another were completely hidden. With the procedure outlined it is immediately evident if a teacher has a low passing mark. If there are an unusual number of failures, it is possible to tell whether marking standards may be placed

too high. In either event, conferences with the teacher follow and situations are studied and adjusted.

This method of reporting achievement has also spurred the pupils to greater effort. Many teachers were basing their marks on the achievement of the average pupil. This was commonly recognized by the pupils and their effort and achievement suffered. With absolute achievement being the first consideration, a noticeable change has occurred in the attitude of the pupils and results have improved.

No system of marking will solve all problems or meet all conditions, but this one does have these advantages:

1. It reduces marking to a matter of keeping a record of actual achievement.
2. It stresses achievement of an individual, not a comparative mark with some other pupil.
3. It simplifies the work of the teacher.
4. It increases the confidence of pupils and parents in the reports of achievement.
5. It enables the administration to know the standards of each teacher.

INTERVIEW

Allison Ross

"You sent for me about my son," she smiled And touched the velvet ribbon in her hair. "The little truant! I've looked everywhere. Of course, he's never home. You say he's wild, Defiant, failed the fourth grade. Neatly filed! His dad and I are in defense. . . . I swear I can't do anything. . . . Why, yes, I care, But what can you expect? A wartime child!"

"Yes, when I'm busy at my factory work, He's apt to run about the streets at night. . . . He gets the meals — you know we're in a war! Most times he's safe at movies. I can't shirk My patriotic job. He fares all right. . . . You found him crying? What was he crying for?"

— Reprinted by permission of *Saturday Evening Post*, copyright, 1943, by Curtis Publishing Co.



Thornton Fractional Township High School Board of Education, School District No. 215, Calumet City, Illinois (south suburb of Chicago). Discussion at recent meetings revealed many problems arising from the increasingly acute shortage of teachers, the granting of emergency contracts and consequent effect on tenure. Board members, reading left to right are, Joseph Preissig (elected recently for a three-year term), Andrew F. Klein (secretary), Albert W. Wahlgren (president), Edward G. Kuhlman, and Peter J. Gindl (also recently elected for a three-year term).

New Concepts in Reinforced Concrete for School Design Lester S. La Pierre¹

School administrators who are planning buildings to be constructed after the war should concern themselves with such matters as construction methods and materials. They cannot be content to leave these questions to their architects and engineers, for the successful administration of a school building is so closely integrated with its structure that they must investigate the non-technical general principles of the several possible construction systems.

Recently there has been a great deal of discussion on the subject of new materials which may be available after the war. From a falsely optimistic expectation that many entirely new products will be ready as soon as the war ends, we tend to slump into an equally false pessimism regarding postwar school building. The facts of the matter are between the two extremes: we know that new basic materials will not be immediately available, but we need not let that knowledge force us to plan buildings for postwar construction which are the same as the ones we planned before the war. The huge building program necessitated by the war has given an impetus to construction methods, which has developed greatly the economical use of many materials.

The very factors which will prevent the use of new products can help us determine what form our postwar schools may take. For instance, we know that industrial reconversion, a period of production, and a period of testing are necessary before a new building material can be marketed. Therefore, if

¹Architect, member of the firm of Alfred Hopkins and Associates, Architects and Engineers, New York City, N. Y.

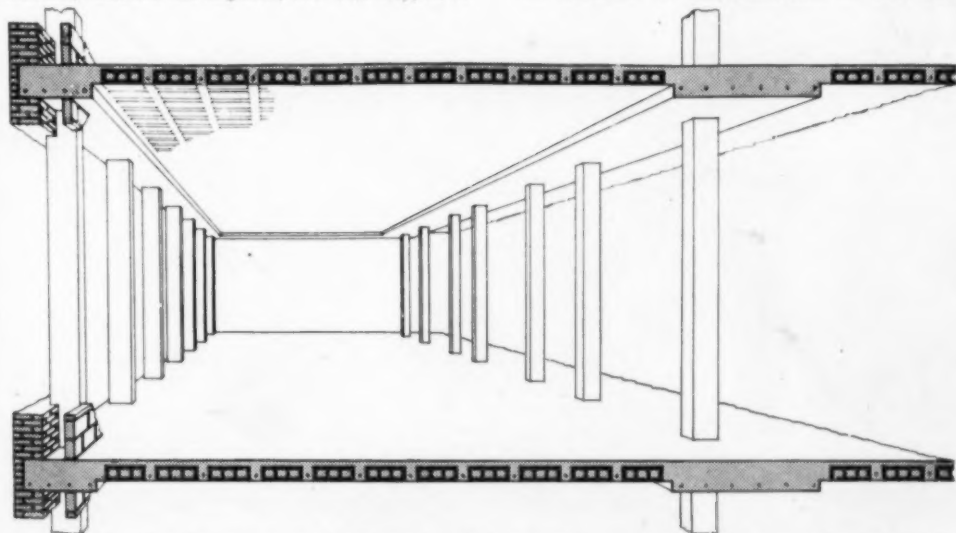


Fig. 2. By forming a thickened "slab band" at the interior and exterior supports, a clean ceiling is provided. The construction is economical, and allows flexibility in planning. Hollow slag block units are shown in the slab. Set on the forms, with the concrete poured around them, they lighten the "dead load" of the floor and reduce cost.

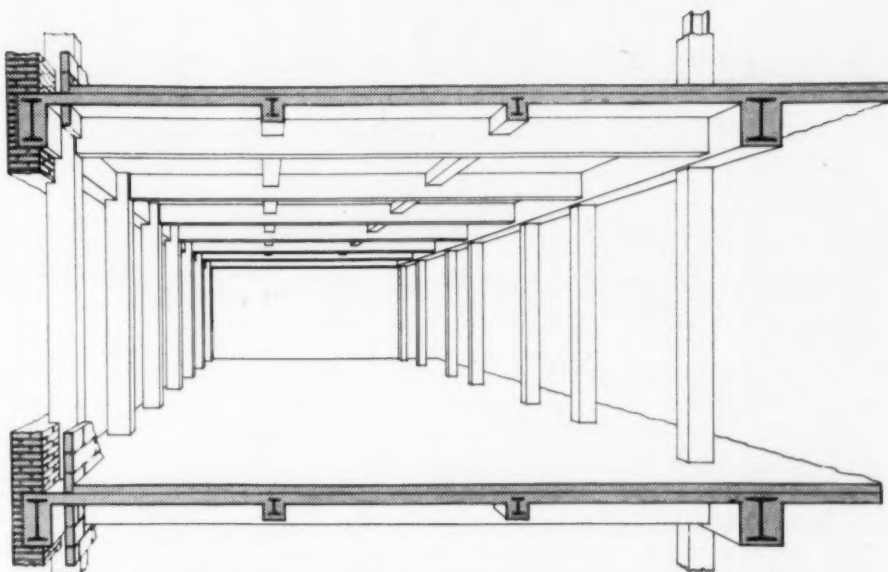


Fig. 1. A rigid gridiron pattern, based on girders spanning between columns and beams spanning between girders. It is an inflexible arrangement, and a false suspended ceiling must be provided if dirty corners and annoying shadows are to be eliminated.

we plan to build as soon as wartime restrictions are lifted, our basic materials must be such that they will be obtainable without a long period of industrial activity. As another example, we know that some basic products will continue to be scarce, due to depletion of stock piles, exhaustion of natural resources, or demands for reconstruction abroad. For that reason we must choose for our first building activity after the war, materials whose use we feel sure will not be restricted.

In addition to considerations of that sort,

school administrators will want their school plants built with materials which provide permanence and fire protection, allow flexibility in use, offer economy in original construction cost and in maintenance, and permit the dignified design that is consonant with their function.

Advantages of Concrete

Reinforced concrete is one basic construction material whose full possibilities are just beginning to be appreciated. Design in concrete has entered a new phase—a phase which gives it such interesting potentialities that it becomes worth while to evaluate concrete construction from all possible angles to see how it compares to other, more traditional, school-construction systems.

Concrete made with natural cement, first used by the Romans for foundations and for filling the central spaces of the massive marble-faced piers which received the thrust of vaults and arches, came again into active use in the nineteenth century. Its use was limited to dams, bridge abutments, retaining walls, and wherever mass in inertia was important and appearance secondary, until the principle of reinforcing was developed during the early part of the present century. The addition of steel reinforcing rods to resist the stretch or tensile stress in a beam and the tendency to bend or bulge in a column made possible the application of concrete construction to many other types of structure.

The permanence of concrete construction is unquestioned. The desire on the part of some school administrators to have "tem-

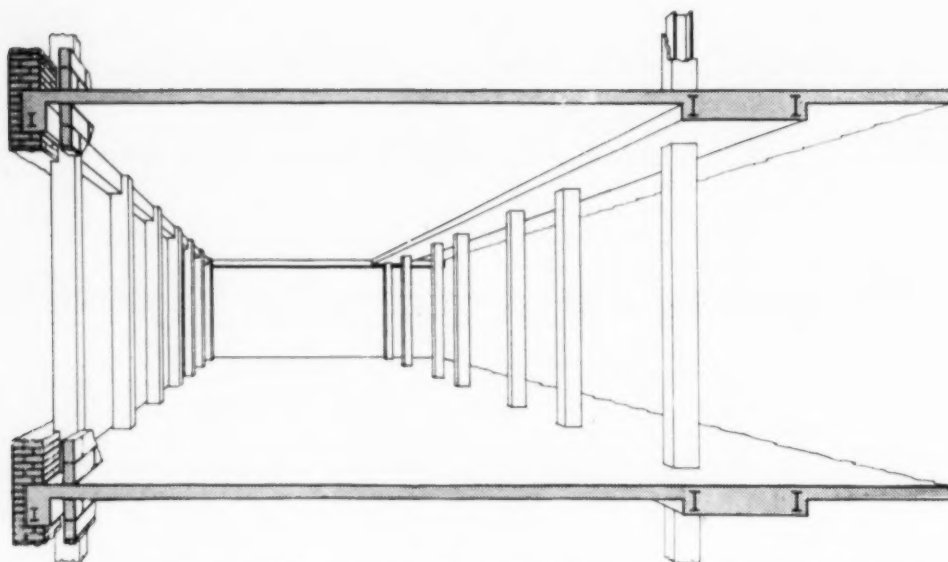


Fig. 3. Similar to the construction shown in Figure 2, this drawing illustrates the possibility of a light steel frame encased in the concrete skeleton. It makes construction easier and costs no more.

porary" structures designed for them is largely misdirected. It should be obvious that we cannot afford to reduce the factor of safety in regard to floor construction, wind bracing, or earthquake resistance, nor endanger our children by the use of unstable or combustible materials. Less durable interior and exterior finishes can be used with economy only if the building is planned for such a limited period as two or three years; when the expected life is extended to 25 years or more, any original savings will be absorbed by greatly increased costs of maintenance.

The actual aim of those who ask for temporary buildings is flexibility. They are afraid, with good reason, of having on their hands a building which cannot be adapted to changes in pedagogical methods. However, changes in space arrangement, which are desirable, can be obtained without tearing the building down. In a vocational high school, for example, a variety of shops can be housed in one building, divided from one another by insulated partitions of metal and glass. These partitions may be shifted as required by changes in the size of classes, the subject matter of the courses, or improvements in mechanical equipment.

Reinforced concrete is particularly suited to building with this sort of flexibility in mind. We shall see later in this article that with the use of a concrete frame it is possible to provide a strong and weathertight shell of fireproof material which will permit the latitude in interior planning which is demanded by the varied and changing requirements of the modern school.

Concrete is a material which requires minimum reconversion of basic industry and utilizes in construction a large proportion of unskilled labor—these are strong factors in favor of concrete for postwar building. If postwar projects throughout the country all clamor at once for structural steel and skilled erectors, shortages and delays are certain to develop.

Along with all of its other advantages, a reinforced concrete building frame is economical. Recent experience in designing postwar buildings, and impartial estimates in comparison with steel framework combined with concrete floor slabs, have indicated a substantial saving in the use of a complete reinforced concrete frame.

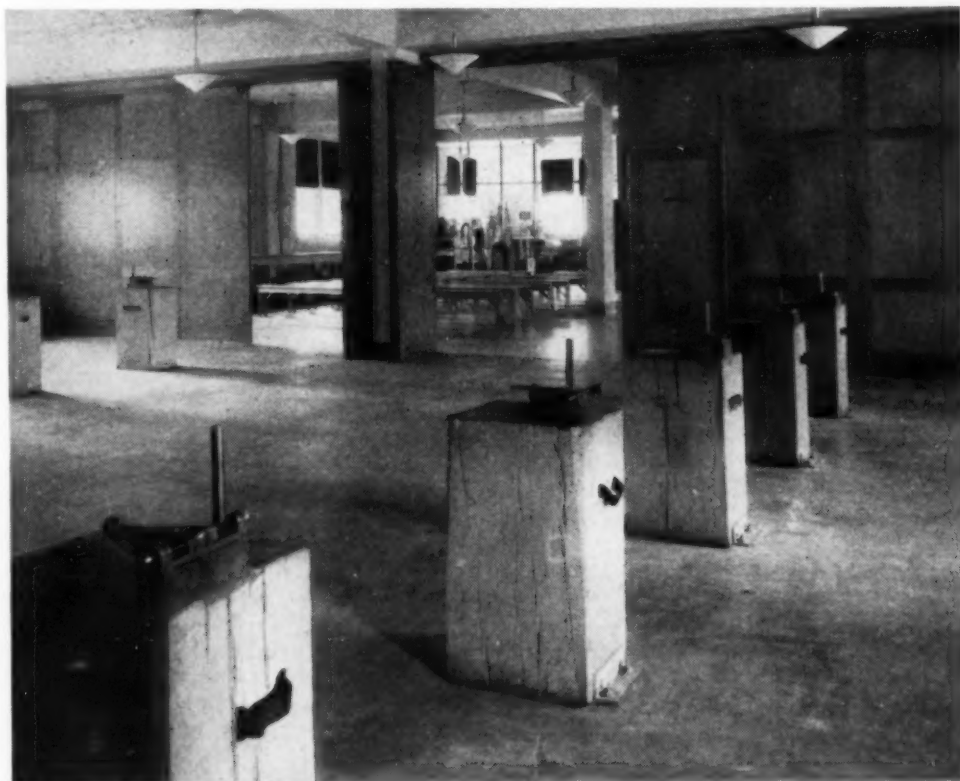


Fig. 4. Rigging room in the Seamanship School at the U. S. Merchant Marine Academy, Kings Point, New York. Alfred Hopkins and Associates, Architects. The sail loft is beyond. Vocational education of this sort requires a maximum flexibility in plan arrangement, which should be made possible by the structural design.

Early Concrete Design was Clumsy

In concrete design, the past few years have seen drastic developments. Just as early railway cars and automobiles plainly showed their derivation from horse-drawn vehicles, the majority of concrete structures have been adapted from those built of steel, wood, or masonry units. Early designers of reinforced concrete thought in terms of girders spanning between columns, with intermediate supporting beams carrying in their turn thin slabs strengthened by wire mesh.

Figure 1 shows a portion of a building structure designed in this manner. Structural members might be of either steel or concrete. Its disadvantages, which apply particularly to a school building, are that:

a) Deep beams at the wall reduce the height of windows.

b) A structure so designed must assume a rigid gridiron pattern, thus losing the flexibility which is so essential to accommodate the functions of a modern school.

c) The beams and girders break up the ceiling panel, reduce headroom, produce many dirty corners, and cause annoying shadows. The alternative is an expensive suspended ceiling.

Design of this sort in concrete is ugly, expensive, and covered with physical and mental cobwebs, a natural result of repetitive application of the simple mathematical formula which expresses the behavior of a single beam with each end resting on a support.



Fig. 5. The Naval Science School at the U. S. Merchant Marine Academy, under construction. Use of a reinforced concrete frame makes possible rapid conduct of a building operation, with all trades working concurrently.

Modern Concrete Design is Clean

Engineers are no longer restricted by such limited design methods. In their place is a studied knowledge of the property of materials and an accurate analysis of the basic structural reactions of different parts of the frame under various conditions.

It is easy to realize that a structure in which beams and columns are continuous from top to bottom and from side to side, which is the case in a completed building, is actually much stiffer and stronger than it would be if it were loose in all its joints. Even experienced architects and engineers are sometimes surprised at the manner in which the floors and partitions of a partly destroyed building will hang together when, according to the rules of the book, they should collapse. The influence of continuity is naturally more than ordinarily effective in a concrete structure which is poured in one piece, with reinforcement specially designed. To take full advantage of this effect has required a great deal of careful experiment and rather involved computations. The results of this research have only recently been fully understood by engineers in general.

The advantage of a building structurally designed in concrete along modern principles is immediately apparent. Going back to Figure 1, if all the annoying filler beams could be eliminated there would be a gain in cleanliness, light, and flexibility. By thickening the entire slab slightly, and increasing its depth still more at the interior supports—its weakest point—all of the beams and girders can be eliminated. There has thus been formed a "slab band" along the line of the interior

columns, and the building is neat, clean, efficient looking.

Even the flexibility, which is so important, can be gained in this type of structure by a new freedom in the placing of the interior columns. Meticulous care has always been taken to line up columns under the center of the interior beams, like soldiers, in avoidance of what is known as "eccentricity" in the column design. It is perfectly feasible, under normal conditions, to place the columns anywhere within the confines of the 10-inch slab band without any increase in the size of the columns or their reinforcement. (Fig. 2.)

In addition, there is no longer a compulsion to line up partitions with beams in the ceiling above. The advantage of this freedom in a school building is obvious.

Further Advance Likely

Engineers who are interested in the planning of better schools are not going to stop at this point. For instance, there are certain advantages which have not been fully appreciated in utilizing a light steel frame which will be encased in the concrete construction. Such a system of construction makes it easier to support the form work for concrete slabs, beams, or slab bands, and costs no more because the steel frame takes the place of reinforcing in the ultimate structure.

There are other possibilities. Design is an organic, moving thing, and it changes with new materials and new conceptions of old materials. In addition, each individual school project presents its own problems and will have its own solutions. A reinforced concrete structure will not always be the most reasonable or the most economical solution, but it

should not be ignored because of past misuse. When it has been used to imitate steel in structural design or to imitate stone in appearance, it has not been successful. Concrete need not be imitative—it has a character of its own. It is well suited in many respects to the architecture of the future, which will be based on clean-cut organic plans and direct plastic expression of structural forms.

LA GRANGE SCHOOLS HOLD ADMINISTRATIVE MEETINGS

The elementary schools of La Grange, Ill., during the school year 1943-44, have carried out a number of activities as a result of the creation of an administrative committee. This committee, which is composed of the superintendent, three building principals, the curriculum co-ordinator, and the guidance counselor, holds regular luncheon meetings each week. At each of these meetings, administrative problems and policies are discussed. Members of the school board are in regular attendance at these meetings, as also are members of the ministerial group, the Junior Red Cross, and visiting superintendents. Community organizations are invited to have representatives present to make proposals which they desire discussed by the group. The new plan has been very successful in co-ordinating the efforts of the schools and the community during the war emergency.

PLANNING EFFICIENTLY

Planning is primarily for the purpose of doing what otherwise we could not do at all, or could not do as well or as efficiently. We plan zoning regulations or conservation of oil and soil or equal access to social security or health or education to achieve ends not reached as readily in any other way. We may and do plan to increase liberty of motion, of action, of expression of thought and personality, to widen the range of human free choices. This is in fact the purpose of planning and the only reason for its existence.

—Charles E. Merriam.

The Dads' Club— for School and Community

William Halberstadt¹

Much has been said in recent days regarding postwar plans for this, that, or the other phase of the reconversion years, but little, if any, mention has been made of a problem of prime importance—the parent.

That parents are people even modern youth will concede. The parents' problems will become two sided when the war's end finds us adapting ourselves again to peacetime living. The returning serviceman may be a problem to his parents, or he himself may have become a parent either prior to his entry into the armed services or while serving with the military forces.

What will these returning servicemen know of their own children's education? What can the parents of the youthful servicemen do to untangle the mass of information relative to opportunities for education and reconstruction? These are only two problems out of a host of problems which will face our fathers in the postwar era. They are typical of the many which are being, and will be, answered by Dads' Clubs now in existence, and by those which will be organized.

The Dads' Clubs fall into two general categories: those connected with educational institutions, whose principal interest is the education of their children (usually in the

secondary schools); and those which do not limit themselves to education alone, but include other phases of community life in their scope.

On Long Island two notable examples of the former are the Sewanhaka High School Dads' Club in Floral Park, one of the oldest of its kind in the country, and the Central High School Dads' Club of Valley Stream. The Sewanhaka Club has interested itself constructively in the athletic activities of the school, the expansion of the educational plant through enlargement of the grounds and buildings, and scholarship awards to deserving graduating students. One of its outstanding achievements was in helping to sell the taxpapers on the idea of erecting a building for training warworkers, which has paid dividends many times over. The Valley Stream Club, although much younger, has promoted in the fathers a better understanding of the school function and created a desire for information which was never evident before. The members are now taking an active interest in the organization of a youth center.

The other type of Dads' Club—the community type—is exemplified by the Long Beach Dads' Club. This club has no close ties with education; its scope is much broader than that of a school club. One of the first projects of the Long Beach Club was the

establishment of a sorely needed recreation center, which has proved a huge success.

Many more examples could be given of the manner in which the Dads' Clubs have been of benefit to the father in particular, and the community in general. Given an atmosphere of informality, where the dad can figuratively "let his hair down," he can be and is anxious to learn to do anything he can to better his position as a parent, to improve his child's moral and intellectual life as a man and as a future citizen of our country. In addition, the organization of a Dads' Club assists the governing bodies—boards of education, village, and town trustees—in their work because the individual members offer the assistance of mature, unbiased, non-political minds in the analysis and promotion of many projects.

That there is a crying need for more Dads' Clubs there can be no doubt. They now fill a much-needed want, and will continue to do so in greater measure after the war ends.

COURT DECISIONS ON TEACHER TENURE

A review of the court decisions on teacher tenure for 1943 proves enlightening in that it demonstrates the general trend in the interpretation of state laws bearing on the subject. In some 17 states, teacher-tenure laws are in operation, including Alabama, California, Florida, Illinois, Indiana, Massachusetts, Minnesota, Missouri, Montana, New Jersey, New York, Ohio, Oklahoma, Pennsylvania, Tennessee, West Virginia, and Wisconsin.

In thirty-odd cases contested by teachers who have been dismissed, the decision has in most instances hinged upon an interpretation of the law in respect to permanent tenure.



The Board of Education, Sheboygan, Wisconsin.

Standing (left to right): Martin Halverson; Superintendent Henry Earl Smith; Miss Audrey Klunk, secretary to Mr. Smith; C. L. Birge; Erwin Ramm; Vincent L. Meyer. Seated (left to right): August Dekarske; Henry Scheele; George B. Fessler; Hugh E. Staffon.

¹President, Long Island Association of Dads' Clubs, Valley Stream, N. Y.

A dismissal may be based on the failure of the state authority to renew a teacher's license, a local rule forbidding the employment of married women teachers, a reduction of pupil attendance, a charge of inefficiency, conduct unbecoming a professional worker, or the question of retirement age.

The courts, in the main, protect the teacher in tenure fights, except where the retirement age is fixed by statute. In California, for instance, the failure to renew a state license is no cause for dismissal. Minnesota does not hold that a teacher can be dropped merely because the pupil constituency has declined. New Jersey holds that dismissals for inefficiency must be proved in a number of instances and covering a period of time.

In Pennsylvania, a married woman teacher may be dismissed if maternity interferes with the performance of her classroom duties. In temporary appointments after a probationary period this does not constitute permanent tenure.

The legislature of Wisconsin repealed the teacher tenure law applying to the state as a whole. City school systems may, however, if

they choose, adopt the tenure rule. In Minnesota, a city superintendent of schools does not come under the protection of the tenure law. In New York State, a new position may be created without granting tenure. A Tennessee tenure law was declared unconstitutional because it applied to one county only and hence was held to be discriminatory.

School boards contesting cases frequently secure an adverse court decision because they failed somewhere along the line to follow the exact legal procedures in a dismissal case. Such procedures are usually clearly defined by statutory provision. Where these are not sufficiently definite, the courts must interpret the intent of the law.

The review, prepared by the research department of the National Education Association, would indicate that teacher tenure laws were challenged in 17 states, and that the tendency in the future will be for other states to recognize the principle involved in affording reasonable protection to an indispensable vocation. It remains for the professional workers to further the movement in behalf of teacher tenure laws.

schools, not only in the schools but in the community itself. (By x-y formula I mean the Briggs idea of discovering and developing the good rather than carping at the evil.) The superintendency is really one of the most strategic posts in any town. It represents the schools, an agency which deals quite intimately with the most precious possessions of most of the people. Of course, as I indicated, he certainly cannot operate as directly as he would like in any area but if he uses good sense he does exert a strong influence. Your own experience, I am sure, will give you instances of the way in which a superintendent can either develop or impair the effectiveness of a system through his impact on morale.

B. The superintendent cannot escape his responsibilities of educational leadership. In most towns, the employment of principals, supervisors, and teachers is largely in his hands.

If he has a sound philosophy of education and really practices it in employing people, the educational tone of the system will improve. Of course, if he does not have a good philosophy of education, or if he does not practice it when people are hired, the educational effectiveness of the schools will deteriorate. The superintendent also directs the work of supervisors and principals. Cumberley used to say, "as the principal, so the school." The superintendent has a great deal to do in determining how the principal will serve. These officers will tend to be directors of instruction or solitaire players with the record cards pretty much as the superintendent directs. Through his inspectorial visiting he will also discover, perhaps better than the principal who is so close to the school, areas of rather unexpected strength or weakness which should either be encouraged or eradicated.

2. On the whole, the superintendent deals with very fine people. Most are not attracted to schools for mercenary reasons. As a rule, they are drawn by the same reasons that cause people to become missionaries. Teachers and principals, school custodians, and clerks, as a rule, are almost all high principled people with whom it is a pleasure to work.

3. While it is true that in dealing with other people's children you are handling dynamite, and sometimes explosions occur in communities because of an ignorant and jealous reaction of parents, still most of the time, because you are handling the communities' dearest possessions, relationships with the town are on a very high level. The love of parents for their children usually makes it easy for school people to work honestly. It is true that while many cities will permit corruption to be rampant in municipal government, they will fight like lions to keep it out of the schools.

On the whole I enjoy my work. As I indicated earlier, I miss the principalship but I am sure that if I were to return to the principalship I would now miss the superintendency.

EARL H. HANSON

A Superintendent Writes Concerning —

The Principalship vs. the Superintendency

Since in common with practically all superintendents of schools I have had experience both as high-school principal and as city superintendent of schools, a friend asked me to describe the advantages and the disadvantages of both posts. He stated that he thought that the comparison might be interesting to other principals who debate the question of continuing in the principalship or going into the superintendency; he recommended that I send it to the *SCHOOL BOARD JOURNAL*. Editor Bruce evidently agreed with him because my letter follows:

Rock Island, May 16, 1944

Dear Friend:

I am pleased to give you my reactions as to the principalship and the superintendency. I believe that there is more professional satisfaction in the principalship, since the principal is in position to work very directly with pupils and with the day-by-day problems of teachers. Frequently, I feel somewhat like an exile in respect to the high school. I like the kids and I would thoroughly enjoy dealing with them on a person-to-person basis. I know, however, that if I did, two things would be wrong. First, the high school staff would be short-circuited and that would, of course, undermine its effectiveness. Second, I'm responsible not only for high school children but for the rest of the youngsters too, and since we have more than 7000 of them it would be foolish to deal with them on a person-to-person basis—I'd stretch myself out so thin that there would be no value.

The same thing is true in respect to working directly with teachers. As long as I was

principal and we had only forty teachers, I could serve not only as a leader but as an intimate co-worker. An individual teacher and I could sit down and have a little fun working out a specific program for a specific class. With nearly 250 teachers, about 30 custodians, a flock of clerks, 13 buildings, worth about \$4,000,000, acres of ground, a budget of three fourths of a million dollars, and thousands of patrons, it is obvious that a very close relationship between the superintendent and the individual teacher is pretty well out. You have to deal through principals and supervisors and business managers.

Dr. Briggs was partly right when he said to the class a few years ago: "We regret to announce that Mr. Hanson is leaving education for the superintendency." Gene Yountert pretty nearly hit the nail on the head when he said: "The superintendency is the illegitimate offspring of business and politics."

The picture I've painted so far is not satisfying and, of course, if that was all I wouldn't be happy in this job. There are other factors, however, which compensate. They are:

1. The superintendent contributes to the effectiveness of instruction.

A. Better teaching is done if morale is good. The morale of the whole system probably depends more upon the superintendent than upon any other single person. If the superintendent is sincerely fair in his relationship with everyone—community, children, teachers, administrative staff, if he works on the Briggs x-y formula, there is clearly observable a general and healthy growth in effectiveness not only in one school but in all



The school principal has his hands full as the stage argument on inflation turns into a scuffle.

A Faculty—Student—Community Venture in War Bond Sales Promotion

E. E. Morley¹ and Dina Rees Evans²

Comes a point in most every community project—such as repeated war-bond drives—when folks seem to need a “shot in the arm” or a new kind of vitamin pill to pep things up. Most of the promotional support for war-bond drives coming out of Washington has a “bluish” tinge. Posters show hard-pressed fighting men running out of ammunition or without rations or medicines. Pages of statistics and long-winded explanations plague the harassed bondoliers. Endless reports and summaries must be filled out. Radio announcers drone their persuasions on every program. We the people become passive listeners and receivers of manufactured propaganda till we reach a stage of anesthesia which isn’t too wholesome nor encouraging.

When a community or school reaches such a stage of satiety in the performance of its home-front obligations, something should be done about it and promptly.

The War Finance Board of the U. S. Treasury recognized this fact when they engaged John McGee, formerly a speech teacher at Purdue University, to dramatize the problems of financing a war. He prepared the script and musical score for a brand new musical comedy which he calls “Figure It Out,” and the Education Section of the War Finance Division selected the Cleveland Heights High School to give the premiere. Our experiences in producing this show seem to be interesting enough as a cooperative school community enterprise to pass on to others.

To make the matter clear at the outset, I shall ask and answer a number of pertinent questions which should help any principal or dramatics director decide whether or not this show is what they are looking for and if it can be produced successfully in their school.

1. Are both script and music suitable for high school age young people?

My answer is emphatically “Yes.” The lines are cryptic, pointed, and smart. Repartee,

evoking frequent laughs, is scattered throughout the script. The songs are tuneful and not too difficult. It is the kind of music young people enjoy and most audiences applaud. “Let’s Back the Attack,” sung by the entire cast, is truly inspiring. The “Squanderbug Song” and the “Double-Duty Dollar Song” both were popular hits with our audiences.

2. What about costumes? Can suitable costumes be made without too much expense or can they be rented?

In Cleveland Heights we have a group of public spirited and talented mothers who have many times helped us out on costume problems. They cut out and made the costumes for “Figure It Out” from designs prepared in the art department.

Added to these groups, we showed a half dozen jitterbug couples, dressed in their school clothes, and ten couples in formal attire doing ballroom dancing.

3. Is scenery a problem and how large a stage space is needed?

This show can be produced on the average-sized high school auditorium stage. The larger

¹Principal of Heights High School, Cleveland Heights, Ohio.

²Instructor in Dramatics, Cleveland Heights High School.

the stage, of course, the greater the size of the cast that can be used. The more participants, the better the effect and the larger the community interest.

As to scenery, we used only backdrops with platforms to provide elevations on which to place stationary groups. A counterweighted curtain about 15 feet behind the grand drape served to mask groups awaiting their time while the action was being sustained by the main leads in front.

4. Is a public-address system necessary to provide a vehicle for the main character known as "The Voice"?

It is better in very large auditoriums to have a microphone for "The Voice" who remains unseen throughout the performance. It is not, however, absolutely necessary. "The Voice" can be located behind scenes and provided with a megaphone to give equally satisfactory effect.

5. Are the adult parts hard to cast?

In large schools, men teachers will do these parts admirably. Our teachers got a great thrill from doing the roles and, needless to say, the students enjoyed seeing their teachers perform.

6. What faculty organization is advisable to assure school-wide cooperation?

The following faculty committees were set up in Heights High School as soon as we had examined the script and musical score and had decided to produce the show:

A Production Committee, including a director and two assistants

A Music Committee, including the instrumental and vocal teachers

A Dance Committee of physical education teachers

An Art and Design Committee

A Stage Supervisor

A Projection and Sound Director

A Costumes Committee made up of 15 mothers from the Heights Players Mothers Club

A Promotion and Management Committee of faculty and students to take care of publicity, tickets, ushering, etc.

Other student appointments included a Bookholder, Stage Manager and Crew, Sound Operator, Lighting Assistant, Make-up Committee, and several student assistants to the director.

Rehearsals were scheduled after school. Only those parts of the cast were retained at first which could be rehearsed without keeping any individuals waiting too long. The faculty group rehearsed at odd times when they could be worked in. Dance and choral speaking groups practiced before school, at lunch periods, and after school in vacant classrooms, in the gymnasium, and even in the corridors.

The whole show was finally put together and rehearsed on Wednesday afternoon, exactly three weeks after the school had de-

cided to produce the show. The following night, a full scale dress rehearsal was staged before an invited audience of 700 bondholders of the Cleveland Heights War Bond Sales Force.

On Friday night the first regular performance was given before a packed house of purchasers of war bonds. The last performance was given on Saturday night. A small admission charge was made to cover costs of production.

There are certain features of this show which should make a strong appeal to high school directors of drama and music. It is written for high school age performers in language they appreciate. The author has caught the spirit of youth and turned their picturesque speech into constructive usefulness. The show also capitalizes on the current war spirit and promotes unity and cooperation throughout the community. It stimulates war-bond sales by showing how inflation can be controlled and war costs financed. It accomplishes these things, moreover, in a natural, wholesome style which leaves a pleasant taste.

Emphasis Upon Aviation in Wisconsin Schools

An acute consciousness of the importance of postwar aviation in a social, economic, and political sense that has characterized thinking in the state as a whole is now reflected in curriculum revisions suggested to Wisconsin schoolmen by the state department of public instruction.

Since the beginning of the national war program, Wisconsin schools have given emphasis to aeronautical subjects upon their own initiative. That trend now gets official encouragement in a new advisory bulletin prepared by the Wisconsin committee on aviation education and issued by the state department of public instruction.

"The world's entrance into the air age has created unique responsibilities for educators," says the bulletin as it lists a complete state plan of aviation education including flight experience as laboratory work. "The impacts of aviation have branched out in countless directions, and these trends must be followed and understood by an educational system which is adjusted to the times."

Elementary and Secondary Schools

The program as recommended by the state committee of aviation and education specialists suggested aeronautical work on the elementary, secondary, and college levels. Aviation education must begin in the elementary schools, the guide emphasizes.

It explains that "basically, this is a program to modernize much of the elementary curriculum in view of the impacts of the air age. Special courses are not recommended, but units on aviation are appropriate in many pupil activities in all elementary schools."

More important is the making of general high school study subjects more vital by the use of aviation materials, the committee said. Included are geography, biology, general science, physics and mathematics, social studies, English and language arts, fine arts, and industrial arts. All of them provide opportunities for integration with the subject of aeronautics and aviation, it is urged.

Moreover, the secondary schools should also consider the incorporation of courses in the science of aeronautics in their curriculums. The immediate objectives given were as follows: To develop scientific instruction within the framework of general education which will teach important principles of science more effectively; to assist students to understand the social significance of the airplane in war and in peace; to provide a background for participation in the development of private flying and air commerce in the postwar world; to prepare students for training in the military air service; to assist students to prepare for Civil Aeronautics Administration private pilot examinations.

No Liability

In an appendix discussing the subject of common law and tort liability of school districts in Wisconsin for injuries to students incurred while they are engaged in an activity of the school, the bulletin notes that Wisconsin court decisions seem to have established definitely that a school district or a school board in Wisconsin cannot be held liable for injuries to school children who are receiving instruction—even if negligence is proved. The parents and children must assume all the risks.

Wisconsin schools, to judge by the reception of the aviation education guide, are determined to take their part in aiding both children and adults to appreciate the revolutionary changes in world transportation and communication that have been created by the evolution of the airplane.

But, as the guidebook warns soberly: "The adjustments in society present a problem of great magnitude and one that cannot be met in a month or a year."

"School people cannot measure their plans for air-age education in terms of the present air war. Even now they are seeking perspective and attempting to catch at least the major outlines of aviation's long sweep into the future, for the changes to come may finally be vaster than any yet seen, or even imagined . . . our generation may be forced to a major reinterpretation of our physical world, our key social ideas, and finally our educational plans for youth."



A student lighting assistant adjusts the stage lights.

THE AMERICAN School Board Journal

A Monthly Periodical of School Administration

Edited by
Wm. Geo. Bruce and Wm. C. Bruce

A SERIOUS SUMMER

THE summer vacation which has just begun presents to American educators the most difficult problems which the schools have faced since the onset of the war.

While the elementary schools have settled down to relative stability in enrollment and attendance, the high schools and colleges are confronted with ever deeper losses that spell crises in the history of the schools as institutions and in the individual lives of thousands upon thousands of young people. The armed forces and the war industries are taking away from the schools practically all 18-year-old boys and a considerable number of girls who are finding high pay of more immediate interest than additional education. The U. S. Office of Education estimates that the college graduates of this year number less than half of the 185,000 who received diplomas in 1940. High school certificates of graduation have been issued to 200,000 fewer boys and girls than in 1942 when they totaled 1,243,375.

These losses have been exceeded by the most serious situation in the teacher-training institutions where the enrollment losses have ranged from 53 to 60 per cent. The drop in university graduate students is about 69 per cent, and these losses can hardly be regained, for, as Dr. Frazier of the Office of Education suggests, the drop in high school graduations and in undergraduate college enrollments are so heavy that years will pass before the present levels will be regained. "In few other human institutions is the destructive character of war more devastating than in the higher levels of learning," Dr. Frazier says.

The administrative problems growing out of this combination of situations are particularly difficult. In many instances, they mean the closing of classes and even of entire high schools, the adjustment of attendance boundaries, the reorganization of entire departments, and the reassignment of teachers. They involve strong opposition to lax enforcements of labor laws, especially as these apply to 15- and 16-year-old children who are being drawn into occupations dangerous to morals or health. They mean continued adjustment of high school courses, of vocational school setups, of adult-education plans, and of recreation programs to the changing home-front battle for the winning of the war.

Every effort which schoolmen can make to readjust the secondary school program, to cooperate in the enforcement of child labor laws, to overcome juvenile delinquency, and to speed the return of boys and girls to better and continued school life, is a valuable contribution to the total war effort.

Paralleling the losses in student body is the continuing drift of competent and experienced teachers from the classrooms into industry, into the armed forces, and into other governmental services. The teachers can hardly be blamed for seeking better pay, more liberal working conditions, and greater social esteem. It is mere repetition to say that much of the discontent in the profession can be traced to unwise policies of the boards of education, inflexibility in salary and promotion plans, and dictatorial methods of professional supervisory and executive school heads.

In only one major aspect of school administration is there cause for temporary satisfaction—but not complacency. The school finances in 1944 are easier than they have been in twenty years, and boards of education have funds for all essential needs and indeed for postwar school-plant rehabilitation and extension. But easy school finances cannot possibly extend beyond the first armistice—after that there will be an inevitable squeeze which will harm the schools.

Competent authorities hold that a reasonable early cessation of war will cause 7 per cent of the present eleven million men in the armed forces to return to school for additional education and for rehabilitation or refresher work in some branch of vocational training. Not more than 3 per cent of the returning servicemen will enter the colleges. There will be some enrollments in high schools and colleges from among young men and women displaced by the shutdown of war industries. Estimates of these latter groups vary widely. The rush back will not be excessive nor sudden, but it must be reckoned with in the postwar plans of education. All of the returned men will be serious and mature, rather clear cut in their purpose, and distinctly in a hurry to get back into jobs. Adjustments in courses and teaching methods will be necessary to satisfy these groups who will not want to mingle with the teen-age groups. These latter also are likely to be more serious and mature in their outlook and more responsive to demands for more permanent mastery of subject matter. Unless certain attitudes of military and political leaders change very much, it is more than likely that compulsory military service between the ages of 18 and 19 or 18 and 20 will be a fixed

national policy, in which case there will be more reason than ever for demanding that all children complete their high school work before induction.

BETTER BOARD MINUTES

NEXT to the original statutes and the charter establishing a local school district, the minutes of the board of education are the most important set of documents attesting to the district's corporate existence and action. The preparation of the minutes and their reading and acceptance are routine duties that are usually considered to be more or less time consuming and mildly annoying but distinctly secondary in importance. The real importance and the far-reaching value of the secretary's work in assembling and setting down the facts and the board's scrutiny and acceptance of the record usually become known only years later. And the tragedy of ill-kept, incomplete, inaccurate, or legally confusing minutes comes home to a board only when its representatives stand before a court embarrassed by the record.

A writer in the Pasadena, Calif., *School Review*, speaks of the local minutes as of major importance to the school system:

The minutes constitute an accurate "play-by-play" account of all official action of the board of education, and they must be so complete as to enable a lay citizen or a grand juror to understand exactly what was meant and how it was done, and so accurate that a lawyer cannot pick flaws in it (not too many, anyway).

Yet they must not be more wordy than necessary, nor more detailed than the situation calls for.

They must meet all the requirements of the California Education Code, which are told in five or six hundred pages, and be so indexed that you can find out how you spent a certain 20 cents in 1918, or who taught in the Monroe School in 1897. . . .

The happy medium is to record, first completely and fully all official board action, and then such discussion and opinion as may have historical implications, and that will enable "the man in the street" or the county auditor to grasp your meaning without the aid of legal counsel.

The minutes must be thoroughly indexed but not so thoroughly that you have to hire an extra clerk just to put down and look up entries. . . .

While the California Law merely provides that a board of education "shall keep a record of its proceedings," the local policy is to go beyond the legal requirements and provide minutes that are full enough to make present action understandable in the dim distant future when all of the present authors of the action are gone and forgotten.

The problems of making the minutes legally complete by (a) making clear the fact, nature, and purpose of the meeting, including the place and date and the names of the participating and absent members, (b) recording all valid actions of the board,

(c) recording adjournment upon motion, (d) formal approval by vote at a later meeting and attestation by the legally constituted officers—these legal facts are quite usually understood by boards. The one real problem is to include in each record the true purpose of board action, to do this with due brevity and accuracy so that the executive who must apply the board's dictum years later or who must interpret it with justice to those concerned can do so with moral as well as legal certainty. The resolution type of action which explains itself in preamble form relieves the secretary of attempting to state purposes and motives with complete objectivity and places the responsibility for explaining itself directly upon the board.

POLITICAL STEPPINGSTONES

MEMBERSHIP on a board of education is a matter of entrances and exits. The citizen with a service of two or more years in the administration of a school system can retire once more to private life. Frequently, however, the member will aspire to higher political honors. Some men will enter the school-board service as a stepping-stone to positions of greater distinction and remuneration. Thus, we find that a school-board member has resigned in order to become a candidate for the state legislature, for mayor, or for congressional honors.

Recently, Hon. Ellsworth B. Buck, president of the New York City board of education, resigned his office in order to become a candidate for Congress. He had served for seven years as a member of the board of education with distinction and without a thought of political preferment. Pressure from civic-minded groups on Staten Island led to his acceptance of candidacy; a feeling on his part that "schools and politics don't mix" compelled immediate resignation.

Without any reference to Mr. Buck, may it be said that the seeking of membership on a board of education as a stepping-stone to higher political honors is not commendable. In the light of public service there can be no position of trust more honorable than that which concerns itself with the training of the youth for life and citizenship. There may be less distinction in serving as a school-board member than as a mayor or congressman, but there is in board membership a mission which is imperative and in the last analysis sacred.

SCHOOL PLANNING IN 1944

The Dodge Statistical Organization reports that, as of April 30, in 37 states east of the Rocky Mountains, the construction of 3271 school and college build-



A SERIOUS STUDY — THE PROBLEM OF EQUAL PAY FOR EQUAL SERVICE

ings has been projected, to be undertaken at the close of the war. It is estimated that these will cost \$644,587,000.

Of these projects, 473 are private schools with a total valuation of \$87,883,000, and 2798 are public school jobs with a total valuation of \$556,704,000.

Reports reaching Dodge indicate that a total of 1286 public school projects are in the designing stage, which means that actual plans are being drawn for buildings to cost \$262,070,000. Of the private schools, 231 projects are in the designing stage with a valuation of \$57,309,000. The foregoing figures represent impressive progress made by school authorities who are actively anticipating their postwar school-plant needs. Reports reaching the SCHOOL BOARD JOURNAL from a number of states indicate, however, that most school-building projects are still in the "talking" stage, and boards of education

are slow in ordering detailed educational studies, and still slower in engaging architectural service to translate the findings of their superintendents and other executives into actual building plans. The plans for meeting school-building needs are disturbingly behind the plans made by municipal and county authorities for roads, bridges, sanitary installations, etc.

If the European war ends late this fall, as is hoped, there will be a release of essential materials and labor, and it is more than likely that the most essential school-building projects can be begun in 1945.

"There is no sign of change in the present habit of placing least value upon the educational work of those closest to the child. To gain promotion, a teacher must get away from children; the farther away he gets the higher is his status, until he goes right out of the school altogether. The teacher's only hope is to stop teaching." — A. F. P. REED, in (London) *Times Educational Supplement*.

School Administration News

HANDLING EXTRACURRICULAR ACTIVITIES AT ST. JAMES, MINNESOTA

The public schools of St. James, Minn., under the direction of Supt. E. L. Vitalis, have inaugurated a successful method of handling extracurricular activities in the high school. The student body of the school includes a large rural group who are transported to and from school in buses. In the past these pupils who took the buses for home immediately after the close of school were forced to forego the extracurricular activities which were conducted after 4 o'clock.

About three years ago it was decided to find a solution of the problem. An extra hour was added to the school day. The schedule of classes was arranged in such a way that the hour before lunch and the hour after lunch were set aside for extracurricular activities. Pupils who were interested in athletics or music were assigned to sections or classes which did not meet during these periods. Pupils who were not engaged in outside activities were scheduled for regular classwork during the activities periods. Athletic practice, football, etc., were assigned the period from 11 a.m. to 2:15 p.m. The members of the squad were able to practice, dress, and eat their lunch. Hot lunch and milk were available in the lunchroom near the close of the period. Band and chorus practices were similarly arranged during these periods.

The plan has worked successfully and an attempt is made constantly to improve it. Now, when pupils leave the school at 4:15 p.m., they can ride with a light heart knowing that they will not be debarred from any activity.

ORDERING SMALL ITEMS OF SCHOOL EQUIPMENT

The school board at Barrington, R. I., recently discussed the matter of requisitions and estimates and the various procedures

relating to the ordering of supplies and equipment.

Upon recommendation of Superintendent Ralph D. McLeary special attention was given to the problem of obtaining various small items for which it is not worth while to send purchase orders by mail, because it is more desirable for the teacher to choose new materials at the stores where they are sold. It was pointed out that it is not desirable to require teachers to provide materials at their own expense, and a procedure was inaugurated to enable teachers to purchase small materials at school expense and as simply as possible.

Under the procedure, a teacher who finds she needs a certain minor item will make out a requisition and obtain the principal's approval. The requisition is forwarded to the superintendent's office and a purchase order is drawn, leaving the address of the vendor blank. These orders, with the school district's bill form are then returned to the teacher to take with her in shopping for the materials.

If the materials are to be purchased from a firm which usually carries on a credit business, the firm's name is inserted on the purchase order by the teacher and the white copy is left with the firm. The teacher signs the pink form and turns it in to the principal for transmission to the superintendent. When the purchase is to be made at a store doing a cash business, the teacher pays for the article and writes her own name on the purchase order and on the bill form. She takes the receipted sales slip from the store, signs the pink slip, and returns the bill form, the sales slip, and both copies of the purchase order to the superintendent. The vouchers are then drawn for the payment of the funds advanced by the teacher.

SOUTH ST. PAUL BEGINS RECREATION PROGRAM

The board of education of South St. Paul, Minn., in cooperation with the city council, is promoting a city-wide recreational program. The program initiated in limited form in 1940, is being conducted by a board of directors, consisting of three members of the school board, three members of the city council, and three civilian members. The actual conduct of the recreational work is in charge of the physical education and recreation director of the schools,

who is an ex officio member of the board. The program, which is conducted in winter and in summer, for young and old, is growing in scope and is progressing satisfactorily.

MARYVILLE LUNCHROOM PROJECT

During the school year 1943-44, a lunchroom project was carried out in the schools of Maryville, Mo., with the cooperation of a committee of the American Legion auxiliary. A woman was employed to do the cooking and members of the committee assisted in the work of serving breakfast to needy children who came to school without breakfast.

The plan proved successful. The children enjoyed eating breakfast at school and the committee believes the program was of benefit to those who were in need of it.

Teachers' Salaries

JUNEAU ADOPTS NEW SALARY SCHEDULE

The new salary schedule, prepared by Supt. A. B. Phillips, and approved by the school board of Juneau, Alaska, is based on training and experience, and provides maximum salaries for each group, to be attained at the end of eight years' teaching experience. All teachers are divided into three special groups: (I) teachers with three years' training above high school; (II) those with a bachelor's degree; and (III) those with a master's degree or higher. All beginning teachers, under a territorial law, are paid a minimum of \$2,250.

Group I. Salaries in this group will begin at \$2,250 for teachers with two years' past experience. Annual increases of \$60 will be given until the maximum of \$2,830 is reached after the eighth year. Those with three years' experience will begin at \$2,300, and those with four years' experience at \$2,350.

Group II. Teachers of two years' experience who hold a bachelor's degree will begin at \$2,300, and will receive increases of \$60 per year up to the maximum of \$2,980 after the eighth year. Those with three years' experience will begin at \$2,400, and those with four years' experience at \$2,500.

Group III. Teachers of two years' experience and holding a master's degree or higher will begin at \$2,400, and will receive increases of \$60 up to the maximum of \$3,080 after the eighth

(Concluded on page 43)



The Board of Education, Moline, Illinois, at its annual meeting.
Left to right, around the table: Arthur R. Gustafson; Lloyd A. Schwiebert; George Melin; Tom Stone, Jr.; H. L. Holtz; Erick Erickson; Earl Beling; Mrs. Ronald Owen; Mrs. Herbert Liljegen; Mrs. George Glisman; William A. Getz; Thomas B. Mirfield; Albert M. Crampton.

(Concluded from page 40)

year. Those with three years' experience will begin at \$2,500, and those with four or more years' experience at \$2,600.

It is provided that teachers now receiving the maximum salary shall be given raises of \$300 for the year 1944-45, and the remaining teachers upon attaining the maximum will be paid the same amount in 1945-46.

NEW HILLSDALE SALARY SCHEDULE

The board of education of Hillsdale, Mich., on March 15, adopted a new salary schedule for the teaching staff, based on training and experience, and planned to promote the professional growth and improvement of teachers in service.

Under the schedule, teachers with less than four years' training will begin at a minimum salary of \$1,400, and advance to the maximum of \$1,500 in three years. Teachers with four years' training and holding an A.B. degree or equivalent will begin at \$1,400, and advance at the rate of \$50 during four years, and for each year thereafter at \$25 per year up to the maximum of \$1,700 at the end of the eleventh year. Teachers holding a bachelor's degree and having 18 hours' graduate credit will begin at \$1,400, and advance at the rate of \$50 per year up to the fifth year, and afterward at \$25 per year up to the maximum of \$1,800 at the end of the eleventh year. Teachers with a master's degree will begin at \$1,400, and advance at the rate of \$50 up to the seventh year, and thereafter at the rate of \$25 per year up to the maximum of \$1,900 at the end of the eleventh year.

Under the schedule, it will be the policy of the board to employ teachers with not less than four years' training, with an A.B. degree or equivalent. Married men with families will be paid \$400 per year more than the base pay for the group in which they belong.

In order to progress in the schedule all teachers will be expected to improve their professional growth and service through professional courses and the attainment of degrees. Lack of interest in this direction will mean an unsatisfactory recommendation by the (supervising) special teacher, the principal, or the superintendent. To encourage growth and improvement in service, the board will allow an additional amount not to exceed \$60 during any one year for work done at summer school or during the school year.

All teachers are allowed to take a leave of absence for additional training after the completion of 5 or more years of teaching. Teachers must make written application for the leave. All leaves must be approved by the board.

All teachers are eligible for 5 days' sick leave in any one year. In addition, the teacher will in case of extended illness receive full pay, less the amount paid to a substitute for a period of 20 days.

NEW HELENA SALARY SCHEDULE

The board of education at Helena, Mont., has adopted a new salary schedule, prepared by Ray Bjork, superintendent of schools. The schedule is based on years of service and professional training and provides higher compensation for teachers holding a B.A. or a master's degree.

Under the schedule, teachers with less than a college degree begin at a minimum of \$1,400, and advance at the rate of \$60 a year up to the maximum of \$1,940 in the tenth year. Teachers holding a B.A. degree begin at \$1,500, and advance at the rate of \$85 per year up to the maximum of \$2,265 in the tenth year. Teachers holding a master's degree begin at \$1,600, and advance at the rate of \$100 per year up to the maximum of \$2,500 in the tenth year.

LOCKPORT SALARY SCHEDULE

The board of education of Lockport, N. Y., has adopted a revised salary schedule for all

Don't Blame it ALL on Overwork...



Get rid of the noise demons—and notice the difference in your teaching staff

SURE, TEACHERS are carrying a bigger load these days—it can't be helped. But it seems twice as heavy when nerves are frayed by the unceasing din of the noise demons. Pupils grow restless, too. Less is accomplished. That's why it will pay your school to put an end to the noise demons with economical

ceilings of Armstrong's Cushiontone.

Cushiontone absorbs up to 75% of all noise that reaches the ceiling—thanks to the 484 deep holes in each 12" x 12" square. And not even repainting impairs this high efficiency. Cushiontone is quickly installed, is easy to maintain, and is an excellent reflector of light.

New Free Booklet gives all the facts. Write for your copy, and the name of your nearest Cushiontone contractor, to Armstrong Cork Company, 2007 Stevens St., Lancaster, Pa.



school employees, including professional and non-professional members of the staff.

Under the new arrangement, all teachers are appointed to serve a probationary period of three years. The schedule divides teachers into six groups: Group I includes teachers on probation; Group II, those with two years' training; Group III, those with three years' training; Group IV, those with a bachelor's degree; Group V, those with a master's degree; and Group VI, those with a doctor's degree.

Professional Schedule

Teachers in Group II, with two years' training, will begin at \$1,300, and advance to \$1,600 in the four years' service, and will be given additional increases of \$100 per year up to the maximum of \$2,300 after the eleventh year. Teachers with three years' training, in Group III, will begin at \$1,400

and advance to \$1,700 in the fourth year, and will be given additional increases of \$100 up to the maximum of \$2,700 after the fourteenth year. Teachers belonging to Group IV and holding a bachelor's degree will begin at \$1,500, and advance to \$1,800 in the fourth year, and will be given additional increases of \$100 per year up to the maximum of \$3,000 at the end of the sixteenth year. Teachers in Group V, and holding a master's degree, will begin at \$1,600, and advance to \$1,900 in the fourth year, and will be given additional increases of \$100 up to the maximum of \$3,100 at the end of the sixteenth year. Teachers in Group VI, with a doctor's degree, will begin at \$1,700, and will advance to \$2,000 in the fourth year, and will be given additional increases of \$100 up to the maximum of \$3,200 at the end of the sixteenth year.

Principals' Salaries. Principals of elementary schools on full time will receive the equivalent teacher's salary and \$800 plus; those on half time, \$400 plus; and head teachers, \$200 plus. Junior high school principals will be paid \$1,400 plus; assistant principals, \$500 plus; senior high school principals, \$1,800 plus; and assistant principals, \$600 plus.

Supervisors' and Directors' Salaries. Directors will be paid \$800 plus; supervisors, \$500 plus; department heads, \$500 plus; deans and co-ordinators, \$200 plus. School doctor (full time), \$3,500, with five increases of \$200 up to \$4,500; part time, in proportion to time employed.

Nonprofessional Schedule. Custodians will be employed at \$30 per week for 52 weeks, or a total of \$1,560 per year; for the second year, \$35 per week, or a total of \$1,820; for the third year, \$40 per week, or a total of \$2,080. Matrons will be employed at \$32 per week for full time, and proportionately for part-time work.

Maintenance Staff. Members of the maintenance staff in the skilled trades will be paid \$45 per week, or \$2,340 per year. Those now employed will receive increases of \$200 in 1944-45, and the full \$2,340 in 1945-46. Unskilled workers will be paid on the custodian's schedule. Present workers will be paid \$1,820 in 1944-45, and \$2,080 in 1945-46.

Elementary head custodians will receive \$1,820, plus \$156, for 1944-45, and \$2,080, plus \$156, for 1945-46. Custodians of schools with a register of 500 or less will receive \$3 per week above the janitor's rating, or \$156 extra per year. Those in charge of schools with a register of more than 500 will receive \$4 per week above the janitor's rating, or \$208 extra per year. Custodians in charge of junior and senior high schools will be paid \$5 per week above the custodian rating, or \$260 extra per year.

The storekeeper and custodian of administration building will be paid on the basis of \$5 per week above the custodian's base salary, or \$260 extra per year.

The superintendent of buildings and grounds will be paid an initial salary of \$3,000 for the first year, with increases of \$100, up to the maximum of \$3,500 in the sixth year.

The schedule includes liberal new regulations to control absences, special services, substitutes, extra-duty services, and retirement.

TEACHERS' SALARIES

► Albert Lea, Minn. The board of education has given an additional cost-of-living salary adjustment of \$150 to all professional employees, effective for the year 1944-45. Married men teachers were given an additional \$100 for 1943-44, making a total of \$317 for married men. The present salary adjustments, together with the \$67.50 granted in 1943-44 makes a total adjustment of \$217.50 for all teachers.

► The board of education of Fairfield, Ala., has increased the salary of all principals, teachers, and office personnel by \$100 annually. The new schedules go into effect September next.

► Nevada, Mo. A new salary schedule has been adopted by the board of education and will be put in operation during the school year 1944-45. The schedule was prepared by a special staff committee and submitted to the board for approval.

► Wildwood, N. J. The board of education has adopted a salary schedule, prepared by a committee of the teachers' association.

► Georgia school teachers have been assured of a month's extra pay at the end of the 1944-45 school year, provided they teach the entire year. The State Board of Education has adopted resolutions to earmark slightly more than \$1,500,000 to pay an additional month's salary.

► Hillsboro, Ill. The school board has advanced all salaries in the grade schools, the increase being from \$12.50 to \$20 per month, on a 12-month employment basis. The minimum annual salary will be \$1,080 in the grade schools, and \$1,200 in the junior high school.

"THE WAR HAS TAUGHT
BUSINESS MANY THINGS
... AND THE NEED FOR
MONROE TRAINED
OFFICE HELP
IS ONE OF THEM!"



NOW is the time for planning ... Let us work with you

War conditions have caused a record demand for Monroe-trained graduates—a demand that will continue, for business has found them indispensable. Here are three ways that we can help you plan now for the future. (1) Recommend the proper machine equipment for your future needs. (2) Help you plan courses, and discuss and recommend text books. (3) Study the employment area you serve, to see if you can get priority for equipment now.

Call on your Monroe representative or write our Educational Department—be ready to meet the demand for Monroe-trained students.

Office Practice Course—30-lesson course adapted to Monroe Educator—50¢ including Teacher's Manual.

School Manual of Instruction—in 2 parts—elementary and advanced. \$1.50 including answers.

The Monroe Educator is a regular Monroe Adding Calculator for schools only... let us explain its availability under present conditions.



MONROE CALCULATING MACHINE COMPANY, INC. Educational Department
Orange, New Jersey



**SCHOOL SUPERINTENDENTS!
COLGATE-PALMOLIVE-PEET SOAPS
SAVE IN 3 BIG WAYS!**

1. THEY SAVE WORK!



2. THEY SAVE REFINISHING!

3. THEY SAVE MONEY!



SCHOOL CLEANLINESS GUIDE

FOR CLEANING	USE
Painted, Enameled and Varnished Walls and Woodwork	Colgate Kwiksolv
Linoleum, Cork, Rubber and Asphalt Tile Floors	Colgate Kwiksolv
Oiled or Waxed Woods	Colgate Kwiksolv
School Buses	Colgate Kwiksolv
Plumbing Fixtures—Vitreous Enamel, Vitrified China and Tile	Octagon or Crystal White Scouring Cleanser
Venetian Blinds, Shades, Interior Marble	Colgate Kwiksolv
Steam Tables, Refrigerators, Pots, Pans and other Cafeteria Equipment	Octagon or Sea Foam Soap Powder

By standardizing on these high-quality, low-priced C.P.P. soaps, you purchase fewer soap types—reduce costs—increase cleaning efficiency!

Before you order your next supply of maintenance soaps, call in a C. P. P. representative and ask for details and prices. Or, write direct to our Industrial Department at Jersey City 2, N. J.

DON'T WASTE SOAP . . . vital materials needed to win the war are used in making soaps.

COLGATE-PALMOLIVE-PEET CO.

JERSEY CITY, NEW JERSEY
JEFFERSONVILLE, INDIANA

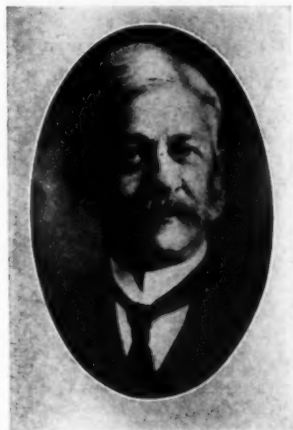
KANSAS CITY, KANSAS
BERKELEY, CALIFORNIA

WHY TYPING TEACHERS GROW GRAY—By Summers

BOOK BINDINGS

Cannot stand up for the wear required unless added protection is given . . .

NOW—when book bindings must stand up longer and receive more and harder usage, it is important that the covers be—



HOLDEN BOOK COVERS

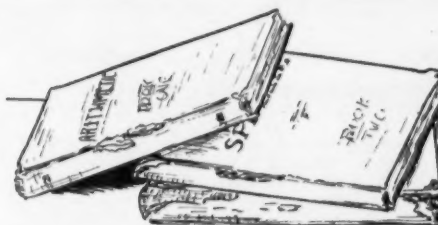
Years of research produced our Book Cover material, strongest and most durable of its kind, for your book protection. It's tough, wears like leather, and increases the durability of book binding from 1 to 3 years.

Holden Book Covers reduce textbook cost, per pupil, per year.

HOLDEN PATENT BOOK COVER COMPANY

MILES C. HOLDEN, President

SPRINGFIELD, MASSACHUSETTS



Do not tolerate this form of waste—Ragged edged, germ carrying, dilapidated books.



A Holden Book Cover is a "hard-shelled jacket" fitting a School Textbook in a snug, tight Grip that strengthens and supports the bindings, lessens the ragged-edged, dilapidated appearance, repels moisture from perspiring hands, and receives the Wear instead of the book.

Personal News

- ▶ JAMES N. PEPPER, superintendent of schools at Petersburg, Mich., for four years, has resigned and has entered the U. S. Naval Training School at Hollywood, Fla.
- ▶ JESSE M. SCUDDER, superintendent of schools at Huntington, Ind., from 1911 to 1936, died at his home after a heart attack.
- ▶ C. E. DERMOTT, superintendent of schools at Lamar, Colo., has joined the armed forces.
- ▶ SUPT. H. D. BARR, of Roodhouse, Ill., has been re-elected for the next year.
- ▶ C. F. HUBBELL has been elected superintendent of the grade schools at Flora, Ill.
- ▶ LOREN C. BROWNING has accepted the superintendency of the grade schools at Galva, Ill.
- ▶ E. J. WILLMAN, superintendent of schools at Owosso, Mich., for 23 years, has resigned.
- ▶ FRANKLIN C. THOMAS, of Yorkville, Ill., has accepted the superintendency at Barrington.
- ▶ JOE M. ALSIP, of Woodbine, Ky., has been elected superintendent of schools at Williamsburg.
- ▶ HARRY DAVIDSON has been elected superintendent of schools at New Albany, Ind., to succeed Charles B. McLinn.
- ▶ ORVIN S. YORBY has been elected superintendent of schools at Breckenridge, Mich., to succeed Basil McKenzie.
- ▶ HAROLD A. ODELL, of Rutherford, N. J., has been elected principal of the high school at East Hartford, Conn., to succeed Dr. John F. Fox.
- ▶ J. R. CRAW has been elected superintendent of schools at New Castle, Ind.
- ▶ W. A. SUTCLIFFE, of Bloomingdale, Mich., has been elected superintendent of schools at Bellaire.
- ▶ O. P. NORTH, of Charlevoix, Mich., has accepted the superintendency at Newaygo. EUGENE D. WAGNER will succeed him at Charlevoix.
- ▶ SUPT. JAMES SCHNEIDER, of Minonk, Ill., has been re-elected for the next school year.
- ▶ R. H. PRICE, of Highland Park, Ill., has accepted a position as supervisor of instruction in the State Education Department at Montgomery, Ala.
- ▶ LESLIE W. NELSON, formerly principal of the high school at North Platte, Neb., has resigned. OTTO W. OAKES, of Kearney, has been elected to succeed Mr. Nelson at North Platte.
- ▶ GEORGE BERLINGHOF, well-known school architect, died at his home in Lincoln, Neb., on May 30. Mr. Berlinghof and his partner, Ellery Davis, designed many of Lincoln's schools and business buildings. They designed the Lincoln high school and the Bancroft School.
- ▶ HARLAND V. TAYLOR, of York, Neb., has been elected principal of the high school at Hastings. He succeeds Raymond A. Watson, who has accepted the superintendency at Hastings.
- ▶ SUPT. BERNARD L. DAVIS, of Hillsdale, Mich., has been re-elected for the school year 1944-45. Mr. Davis is beginning his sixteenth year in the city school system. During his long period of service, three bonding elections have been carried and three building programs completed.
- ▶ G. L. BLACKWELL, acting superintendent of schools at St. Joseph, Mo., has this year been elected superintendent of the school system for the year 1944-45.
- ▶ WILLIAM WARD ANKENBRAND, superintendent of schools at Yonkers, N. Y., has been re-elected for his eighth year of service, beginning with July 5, 1944.
- ▶ After serving 12 years as superintendent of Gretna, Neb., MR. C. E. CLARK has been elected superintendent at Papillion, Neb.
- ▶ SUPT. L. E. HENDERSON of Beatrice, Neb., has resigned to engage in business.
- ▶ FLOYD BURKE has been re-elected as superintendent of schools at Claytonia, Neb.
- ▶ WILLIAM V. YOUNG, of Salisbury, Conn., has been elected principal of the high school at Wildwood, N. J.
- ▶ J. J. VER BEEK, of Byron Center, Mich., has accepted the superintendency of the Henry and Glenside Schools, at Muskegon, Mich.
- ▶ N. D. BURT has been elected to succeed Mr. Ver Beek at Byron Center, Mich.
- ▶ SUPT. HAROLD D. CHITTIM, of North Billerica, Mass., has been given a leave of absence to assume a federal position with the air service.
- ▶ W. C. RABE, of Milbank, S. Dak., has accepted the superintendency at Madison, S. Dak.
- ▶ CHARLES M. DICKERSON, of Milton, Ind., has been elected superintendent of schools at Redkey.
- ▶ R. V. BLONFIELD has been appointed assistant superintendent in charge of business management for the board of education at St. Joseph, Mo.
- ▶ FLOYD MILLER, of Lick Prairie, Ill., has been elected superintendent of schools at Pleasant Grove.
- ▶ SUPT. G. N. HUFFORD, of Joliet, Ill., has been re-elected as superintendent of the grade schools.
- ▶ J. C. EDELMANN has been elected superintendent of schools at Pineville, Ky.
- ▶ OLIVER DEJONGE, of Shelby, Mich., has been elected assistant superintendent of schools at Ludington.
- ▶ SUPT. D. M. FEAGANS, of Astoria, Ill., has been re-elected for another year.
- ▶ FRED TRUAX has been appointed Commissioner of Education at St. Paul, Minn.
- ▶ A. H. STALEY, superintendent of schools at Hastings, Neb., is retiring from schoolwork, after the completion of fifty years of service. He was superintendent of the Hastings city schools for 25 years.
- ▶ The school board at Yonkers, N. Y., has reorganized with JOHN J. RAPTERY as president, and Mrs. EDNA CAPEWELL as vice-president. The new members of the board are Mrs. SAMUEL MCCREA CAVERT and Mr. WILLIAM COLLINS. GEORGE SCHEELE, JR., was re-elected secretary for another year.
- ▶ The board of education at International Falls, Minn., has reorganized with EINAR RYDBERG and DR. H. H. IHIG as members. The latter is beginning his twenty-second year as a board member.
- ▶ J. L. HUNTER has been elected president of the school board at Plainview, Tex.
- ▶ The school board at Beaver Dam, Wis., has reorganized with DR. J. C. LEATHERBERRY as president; RAMONA OTTO as vice-president; and WILLIAM J. GERGEN as secretary.
- ▶ DR. J. C. BRADY has been elected president of the board of education at Joliet, Ill.
- ▶ The board of education at Grand Rapids, Mich., has reorganized with JOHN M. BROWER as president; GEORGE C. THOMSON as vice-president; and H. P. HERRINGTON as secretary.
- ▶ The board of education at Houston, Tex., has reorganized with GEORGE D. WILSON as president; DR. HENRY A. PETERSON as vice-president; and EWING WERLEIN as secretary.
- ▶ TOL BOSWELL has been elected president of the school board at San Benito, Tex.
- ▶ The school board at El Reno, Okla., has reorganized with J. M. BURGE as president; HARVEY C. DOZIER as vice-president; and WALTER WILSON as clerk.
- ▶ GLENN KINCAID has been re-elected as president of the school board at Gladwater, Tex.
- ▶ MAX CHANCELLOR, a member of the school board at Dexter, Mo., has been inducted into the armed forces.
- ▶ J. E. FISHER, a veteran member of the school board at Forreston, Ill., has been presented with a "certificate of public service" in recognition of the completion of 44 consecutive years of school-board service. The certificate was presented at the sixtieth commencement exercises of the high school on May 18.

Publications of Interest to School Business Executives

School Expense Compared with Combined City and School Expense, 1941-42

Bulletin No. 3, May, 1944. Price, 25 cents. Published by the American Association of School Administrators, Washington, D. C.

A report of amounts expended for public education for cities over 100,000 population in 1941-42. The bulletin offers consolidated general government expenditures, comprising city corporation expenditures and prorated expenditures of overlying units of local governments for the year 1941. The material is intended to be of use primarily

for school officials whose school systems are a part of city corporations.

Court Decisions on Teacher Tenure in 1943

Paper, 27 pages. Price, 25 cents. Published by the National Education Association, Washington, D. C.

A compilation of state court decisions on teacher tenure cases reported during the calendar year 1943. Part I contains a digest of the findings, and Part II gives abstracts of cases according to states.

A Community Survey Preliminary to Planning a School in New York City's Postwar Planning Program

Prepared by Messrs. Morris and O'Connor, architects. Paper, 18 pages. Published by the board of education, New York, N. Y.

The board of education of New York City places emphasis upon the postwar planning of schools so that they may fit the communities in which they are located. This booklet offers practical suggestions for any large city for

meeting the underlying problems in school-building planning for the postwar period.

Community Recreation Buildings as War Memorials

Paper, 56 pages. Price, \$1. National Recreation Association, New York 10, N. Y.

Too many American communities are burdened with useless war memorials—statuary of doubtful quality, obsolete memorial halls, old cannon, and what not. The proposals here made are for democratically useful recreation buildings which will make for happier, more healthful living. Definite suggestions are given for plans, financing, construction, and operation of community and neighborhood buildings.

High Spots in State School Legislation in 1943

Paper, 33 pages. Published by Educational Research Service, 1201 Sixteenth St. N.W., Washington, D. C.

A state-by-state summary of school legislation, giving references to chapter numbers, act numbers, and page numbers.

Federal Government Funds for Education, 1940-41 and 1941-42

By Timon Covert. Paper, 36 pages. Leaflet No. 70, 1944. Published by U. S. Office of Education, Washington, D. C.

This compilation deals with funds, regular and emergency, which the government provides for distribution to the states and territories for education. Included are funds provided for education activities carried on by certain agencies of the government. Of the regular funds of \$286,401,164 made available during 1942, the Office of Education distributed 53.5 per cent, and various noneducational departments 46 per cent. In addition, six emergency funds were distributed by four agencies, including the Office of Education.

Rules for Administrative Employees

Paper, 36 pages. Published by the Board of Education, New York, N. Y.

A booklet containing rules and regulations for administrative employees, including clerks, stenographers, engineers, etc. It outlines general provisions, working hours, vacations, sick-leave allowances, and contains rules governing absences, discipline, service ratings, and salaries.

Some Effects of the War Upon Public Schools, 1942-43 and 1943-44

By Emery M. Foster. Paper, 13 pages. Circular No. 277, 1944. Published by the U. S. Office of Education, Washington, D. C.

This report, prepared to answer requests from the war agencies and for making adjustments in educational systems, shows that the war has been responsible for the draining of one third of the trained teachers into other fields of work, leaving the children to be taught by less qualified instructors. Another effect of the war is the draining of over half a million boys, 15 years of age and over, from the high schools, which means that there will be needed a greatly increased program for older youth and adults after the war. The report shows that the downward trend in school enrollments is continuing, with increasing intensity, as the effect of the war becomes greater. The total enrollment for 1943-44 is 23,276,000, with the elementary school enrollment set at 17,515,000 and the high school at 5,761,000. This means that a considerable group of people at the close of the war will be compelled to make up what they lost while working in industry or serving in the armed forces. Up to October 1, 1943, there were 7700 teaching positions still unfilled, of which 2800 were in urban systems, and 4900 in rural. The problem of teacher shortage is not so much a question of getting a new teacher as in getting a person with training and experience equal to that of the teacher who left.

Education and Manpower (I-A, II-A, and II-B)

Bulletin No. 44, May 15, 1944. Published by the National Education Association, Washington, D. C.

A statement explaining the general policies of the National Selective Service System intended to clarify for draft registrants their prospective status for some time to come. The main points are: (1) no occupational deferments for physically fit registrants of 18 through 25; (2) necessary men of 26 through 29 can be deferred; (3) registrants 30 years of age and over, regularly engaged in essential activities and who remain in such activities, will be given occupational deferments by being classified II-A or II-B. Local boards, with certain exceptions, will determine what activities are in war production (II-B) or in support of the national health, safety, or interest (II-A). Teachers are essential. Those 26 through 29 may be deferred if found to be necessary (irreplaceable) men. Teachers 30 and over will be classified II-A.

Distribution of Salaries of Superintendents, Assistant Superintendents, Executive Heads, and High School Principals in Ohio School Districts

Compiled by W. R. Flesher and T. C. Holy. Paper, 14 pages. Published by the Bureau of Educational Research, Ohio State University, Columbus, Ohio.

A report of a salary tabulation, the first since 1940, which includes the salaries for 1564 school administrators for the school year 1943-44, but excludes salaries of elementary school principals. The salaries are arranged in groups. Special groups have been made for county superintendents, village superintendents, and city superintendents.

Sheldon

PREVIEW OF

POTENTIAL IDEAS FOR TOMORROW

Plan for
TOMORROW
with **SHELDON**

FREE—
A 24-PAGE
BROCHURE
OF IDEAS FOR

- ★ LABORATORIES
- ★ ART ROOMS
- ★ SCHOOL SHOPS
- ★ TEACHING UNITS
- ★ HOMEMAKING ROOMS
- ★ SPECIAL ROOMS

★ NOW ON THE PRESS
★ WRITE FOR YOUR COPY TODAY

Here is a brochure that deals in ideas — ideas which may or may not be used in tomorrow's classrooms. Here men with practical ideas were given the opportunity to plan classroom equipment without being tied down by tradition or convention. The result of this experiment we know you will find interesting; particularly so to School Administrators, Architects and Teachers who are planning tomorrow's classrooms. Essentially, here is a presentation that forgets the past, deals with tomorrow's problems, and dares to suggest new and revolutionary ideas for your consideration. Write today for your copy.

E. H. SHELDON & CO. MUSKEGON, MICH.



THIS is a modern little girl. She faces a modern world. From it she can win a business career ... a home and family of her own. Whatever her future, her learning years should best equip her for her place in that world ...

She'll need to know more about the world's economic and civic trends, its politics, more about the progress of its sciences ... than her mother learned in school.

Her teachers wrestle constantly with the problem of teaching her more ... without adding to the years she must spend in learning.

Motion pictures are proving daily that they're sensible, effective weapons in that struggle. Students whose regular classroom work is supplemented by films learn and remember 20% to 60% faster.

The educational scope of motion pictures widens constantly ... so that all through a modern child's school life, learning is enriched and vitalized, made completely understandable.

And B&H research in Opti-onics continues without cessation to anticipate the needs of teachers ... to build into B&H Cameras and Projectors those qualities and refinements which will help them make the most effective use of motion pictures—the modern teaching tool.

Bell & Howell Company, Chicago; New York; Hollywood; Washington, D. C.; London. Established 1907.

TOMORROW'S FINER FILMOSOUND

Different not only in appearance, but in performance, too, this new Filmosound embodies basic refinements to set wholly new standards for your future classroom projection. Today's Filmosounds are in daily use by our armed forces all over the world.

BUY ... AND HOLD ... WAR BONDS



Products combining the sciences of OPTics • electrONics • mechanICS

PRECISION-
MADE BY

Bell & Howell



NURSING—A CAREER OF SERVICE

Thousands of teen-agers have seen this excellent and inspiring motion picture. It played a vital part in introducing tens of thousands of high school graduates to a purposeful career.

The B&H Filmosound Library can furnish you with hundreds of other vocational films. In fact, our catalog gives titles and resumés of thousands of excellent teaching films. Send for it and for the Educational Utilization Digest.

*Opti-onics is OPTics ... electrONics ... mechanICS. It is research and engineering by Bell & Howell in these three related sciences to accomplish many things never before obtainable. Today, Opti-onics is a WEAPON. Tomorrow, it will be a SERVANT ... to work, protect, educate, and entertain.



Trade-mark registered

BELL & HOWELL COMPANY
1814 Larchmont Ave., Chicago 13
Please send Filmosound Library Catalog and Educational Utilization Digest (). Also new Filmosound V ... — Circular ().

School

Address

City State

Requested by ASBJ 7-44

School Law

School District Taxation

The Illinois Budget Law is principally for the purpose of requiring school taxes levied for a definite purpose to be applied thereto, and a measure of specification and itemization is fixed by statute in a general way so as to set forth objects, amounts, and source of payment, and itemization of requirements can be accorded a practical and common-sense construction. *Smith-Hurd Stats. c. 122, § 158a. — People ex rel. Manifold v. Wabash Ry. Co., 53 Northeastern reporter 2d 976, Ill.*

School tax levies for fuel, light, water, and power were not invalid because the items were

not separated, nor because the fund to be raised was not limited to school district buildings, where the appropriation related to "operating plant," and was included in an appropriation for necessary expense for educational purposes. *Smith-Hurd Stats. c. 122, § 158a. — People ex rel. Manifold v. Wabash Ry. Co., 53 Northeastern reporter 2d 976, Ill.*

Teachers

The New Jersey tenure law creates no contract between teachers and boards of education. *N.J.S.A. 18:13-5, 18:13-7. — Redcay v. State Board of Education, 36 Atlantic reporter 2d 428, affirming 33 Atlantic reporter 2d 120, 130 N.J.L. 369, N. J.*

Teachers who have acquired tenure are subject to the tenure statutes and contracts for services between boards of education and teachers are subject to such statutes. *N.J.S.A. 18:13-16, 18:13-17. — Redcay v. State Board of Education, 36*

Atlantic reporter 2d 428, affirming 33 Atlantic reporter 2d 120, 130 N.J.L. 369, N. J.

Employment contracts between teachers and boards of education are controlled by the statute relating to contracts of employment, where no rules are promulgated, in the absence of proof that rules have been adopted by boards pursuant to a statute authorizing such boards to make rules governing the employment of teachers. *N.J.S.A. 18:13-5, 18:13-7. — Redcay v. State Board of Education, 36 Atlantic reporter 2d 428, affirming 33 Atlantic reporter 2d 120, 130 N.J.L. 369, N. J.*

Where a high school principal had no contract with the board of education pursuant to a statute relating to contracts of employment between boards and teachers, where boards have promulgated no rules governing such contracts, and there was no proof that the board had made rules under a statute authorizing boards to make rules governing the employment of principals, the removal of a principal was not improper because he had a contract with the board. *N.J.S.A. 18:13-5, 18:13-7. — Redcay v. State Board of Education, 36 Atlantic reporter 2d 428, affirming 33 Atlantic reporter 2d 120, 130 N.J.L. 369, N. J.*

In proceeding for the dismissal of a school principal for unfitness, incidents occurring prior to the date of a principal's alleged employment contract, with the board of education were properly considered. *N.J.S.A. 18:13-5, 18:13-7, 18:13-16, 18:13-17. — Redcay v. State Board of Education, 36 Atlantic reporter 2d 428, affirming 33 Atlantic reporter 2d 120, 130 N.J.L. 369, N. J.*

Pupils

Children declared by the juvenile court to be dependent and committed to the custody of a charitable corporation which placed them in a private home to be maintained for a stated compensation until given out for adoption or able to provide for themselves, had such a "residence" in a school district in which the private home was located as entitled them to attend a public school serving that area. *Smith-Hurd Stats. c. 38, § 100; Smith-Hurd Stats. const. art. 8, § 1 — Dean v. Board of Education of School Dist. No. 89, 53 Northeastern reporter 2d 875, Ill.*

A teacher stands in loco parentis toward a minor pupil in somewhat limited sense, and may exercise such powers of control over and correction of pupil, including physical punishment thereof, as are reasonably necessary, but there must be no malice and punishment must not be excessive, but only commensurate with the pupil's offense. — *Marlar v. Bill, 178 Southwestern reporter 2d 634, Tenn.*

GROWTH OF NEW YORK CENTRAL SCHOOLS

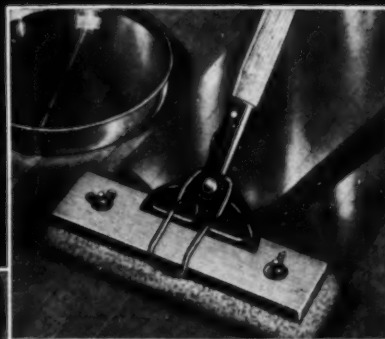
New York State's three hundredth central school district began operation on July 1, making a total of 4181 former rural school districts consolidated. Dr. Edwin R. Van Kleeck, assistant commissioner of education, has announced that Franklinville, in Cattaraugus County, and 25 adjoining common school districts have formed the new central school district. Through the operation of the central school law the 10,000 school districts which existed in New York State in 1925 have been reduced to about 6000.

The central school movement has done more for the educational welfare of the rural boys and girls in New York State than any other legislative enactment, according to Dr. Van Kleeck. The central school law has brought high school opportunities to many thousands of New York State children. More than 150,000 rural and village children are attending central schools.

New centralizations in recent years have averaged 15 former districts a piece, compared to 5 districts in the early days. The central districts bring urban school advantages to rural boys and girls, and have often brought decreases in local taxes. In the Franklinville centralization, the 26 former districts employ 50 teachers. It is expected that in five or six years 34 teachers will suffice for a much improved educational program.

To reduce floor maintenance time

...DO THIS



...to SAVE THIS

SCRUBBING costs shrink when Neo-Shine or Weatherall protect floors.

Here's why. Both Neo-Shine and Weatherall provide a more durable, smoother wax film that resists wear and dirt. Thus, they remain bright longer and require less maintenance than the average self-shining wax.

How do these waxes differ? Neo-Shine is the Economy Wax—the perfect wax for general use. Its unusually high wax content gives it greater resistance to wear—makes it go further—last longer. Weatherall, the Water-Resisting Wax is especially made to withstand the continuous wet-mopping of heavy-traffic areas. Both Waxes are safe to use on any floor.

Use these higher quality waxes on

your floors. They save not only money and labor, but also fine flooring.



THE HUNTINGTON LABORATORIES INC

DENVER

HUNTINGTON, INDIANA

TORONTO



IF IT'S INTEREST YOU WANT...

The *interest* factor of audio education gives it great potency. It facilitates both the teaching and the learning processes—helps good teachers do an even better job.

Through their sound systems, many schools are taking advantage of well-planned educational radio programs. Special recordings are helping teachers in such diverse fields as speech, literature, foreign languages, music, and physical education. For special announcements, instructions, etc., a modern sound system also places the principal in instant contact with any—or every—room in the school without leaving his desk.

At war's end, Stromberg-Carlson sound systems will again be available for school use throughout the entire nation. And in sound systems, as in radio: "There's nothing finer than a Stromberg-Carlson."

Your local Stromberg-Carlson Sound Equipment distributor will gladly check with you on the use and/or installation of a sound system. He's listed in the classified section of your telephone directory. Or write, Sound Equipment Division, Stromberg-Carlson Company, Dept. 67, 100 Carlson Road, Rochester 3, N. Y.

STROMBERG-CARLSON



STRAIGHT-LINE COMMUNICATION

SAVES MANPOWER • SPEEDS THE WORK TO VICTORY



School Board News

► Appleton, Wis. The school board has approved a proposal for a seven-year school painting program. Under the plan, three or four schools will be painted each year. The board has invited bids for painting and repair work, estimated to cost \$23,455, to be completed this summer.

► Topeka, Kans. Day care centers for school children will be conducted for the summer months. School-age children will be cared for from 8 o'clock until 5 o'clock. The centers are sponsored by the board of education, with the assistance of the Council of Social Agencies and the Civilian Defense Office.

► East St. Louis, Ill. The school board has voted to offer churches with ordained ministers the use of classrooms for religious instruction after school hours.

► District Attorney S. Richard Heath, in a recent opinion given to the school board of Fond du Lac, Wis., has declared that the employment of nurses by boards of education is not in conformity with the Wisconsin laws. The opinion was given as a result of differences over the supervision of the school health department. The board is considering plans for turning over the supervision of the department to the city board of health.

"Public health," the opinion to the school board said, "is of state-wide concern and is thus recognized by the legislature. School health services are properly under the direct control of the local health board."

► Rock Island, Ill. The school board has decided to pay custodians \$1.50 per night whenever they are required to open school gymnasiums for the use of special nonschool groups.

► Owensboro, Ky. The school board is cooperating with the city and county commissioners in a plan to provide summer playground programs in the city.

► Nashville, Tenn. The school board has appropriated \$7,000 to finance a ten weeks' recreational program at the school playgrounds during the summer. A teacher will be named as project director at each playground.

► Putnam, Conn. The school board has voted to adopt the plan of giving school credit for educational experience in the armed forces. Under the plan, any member of the armed forces who did not graduate from high school will be given one half year's credit for military services, and any courses taken beyond that will be evaluated in terms of school credit.

► Dexter, Mo. The school board has completed the erection of a building to house a school and community cannery. Considerable equipment has been obtained for use in the canning project, which was started last year in one of the shop buildings.

► Bordentown, N. J. Under the direction of Dr. Heber Ryan, of the State Department of Education, a survey is being made of pupils who will enter the high school in September. The purpose of the survey is to formulate a course of study for low-ability pupils and to use the local system as an experimental center for work of this character. Among those assisting in the survey are Dr. Kaser, county superintendent, Miss Eloise Bryan, helping teacher, Anna T. Bun, principal, and R. M. Oberholser, superintendent.



Here is important floor-protection news. PYRA-SEAL penetrating floor seal is still available. Same high-grade quality . . . same beauty . . . same sturdy endurance. Now or ever, there's nothing better or more economical for wood classroom or corridor floors. Why be satisfied with anything less than what PYRA-SEAL Penetrating Floor Seal can give you?

ALL THESE ADVANTAGES

VESTAL PYRA-SEAL PENETRATING is a penetrating seal that goes down deep into the pores of the wood and becomes a part of the floor itself. It completely seals the surface of wood to prevent the absorption of moisture, grease, oil and dirt, leaving a smooth, hard, elastic finish capable of withstanding heavy traffic. Because no surface film is left on the floor, it will not scratch, peel or wear off.

Approved and recommended by the Maple Flooring Mfrs. Assn., National Oak Flooring Mfrs. Assn. Specified by leading architects.

WRITE FOR CATALOG full of helpful hints on floor refinishing and maintenance. No obligation.

VESTAL CHEMICAL LABORATORIES, Inc.
ST. LOUIS NEW YORK

INSTITUTIONAL MANAGERS MEET

The National Association of Institutional Laundry Managers will hold its sixth annual meeting at the Bellevue-Stratford Hotel, Philadelphia, on August 25-26. The program will stress aspects of management, costs, personnel, and service. Mr. Heywood M. Wiley of Girard College, Philadelphia 21, Pa., is in charge of the educational aspects of the convention.

HOLD WASTEPAPER SALVAGE CAMPAIGN IN CHICAGO

Under the direction of Asst. Supt. Don C. Rogers, the Chicago public schools began a wastepaper collection project last fall, which has reached large proportions. Since November 8, 1943, the pupils in 333 elementary schools collected 18,841,616 pounds of wastepaper.

The project has had a wholesome effect. It has involved city-wide cooperation and unity in which the parents, as well as the children, have participated. More than 8600 service ribbons were awarded to the pupils, and the schools received more than \$100,000 through the sale of the paper. This money was used in purchasing war bonds and stamps and for other educational, civic, and patriotic purposes.

SCHOOL-BOND ISSUES

During the month of May, school bonds were sold in the amount of \$5,928,300. The average rate of interest was 1.65 per cent. During the same period, short-term paper and tax-anticipation notes, etc., were sold in the amount of \$14,258,700.

SCHOOL-BUILDING CONSTRUCTION

In 11 states west of the Rockies, not included in Dodge, contracts were let in May for 3 school buildings, to cost \$218,750. Additional projects numbered 54 school buildings, estimated to cost \$580,780.

Dodge reports that, during the month of May, contracts were let in 37 states east of Rocky Mountains for 447 educational buildings, at a total cost of \$3,818,000.

PROFESSIONAL ADVICE IN SELECTING A SUPERINTENDENT

(Concluded from page 14)

While the charge might be made that the whole procedure was undemocratic in that all candidates did not have an equal chance to see the board, it can be replied that the best applicants had a much better opportunity than is usually the case because those candidates who did not have proper qualifications were eliminated and hence did not confuse the issue and increase the competition. The selection was not made on the basis of the applicant who was best looking or made the most desirable first impression as is often the case. All factors were carefully evaluated, and the face-to-face impression was only one of the things considered.

The writer recommends that boards of education follow a similar plan when it is their duty to select a superintendent. If proper confidence in the retiring superintendent is lacking, or if it is unwise to consult him for other reasons, the board might well employ some neighboring administrator whom they do trust to serve as their professional adviser.

RELIGIOUS TOLERANCE IN SCHOOLS

(Concluded from page 22)

tion of the group to which the contributor belongs should be unobtrusively mentioned and delicately stressed. It is essential not to assume a patronizing air of tolerance and broad-mindedness.

10. That we, as educators, assume the leadership in our schools and communities in combating prejudices and bigotry as decisive forces that militate against the democratic way of life for which millions are now laying down their lives. This leadership should be kindly, and patient, and persuasive, not militant nor aggressive. The leader should be an exemplar of democratic philosophy.

NEW GUIDANCE PROGRAM IN LACONIA

A new guidance program, prepared by Headmaster Willis B. Gifford and Supt. Rhoden B. Eddy, has been introduced in the high school at Laconia, N. H. The program will be operated on the "house plan," with a director of guidance and placement to direct and evaluate the pupils' work experiences during the in-school period and also in the postschool period.

The plan calls for the creation of a junior-senior high school organization in September, in which the new "house plan" will operate.

In the elementary grades, special emphasis is being placed on teaching and maintaining the fundamental subjects. Miss Betty R. Tufts, elementary school supervisor, will have charge of the development and co-ordination of the work of the individual teachers to strengthen the latter half of the program. A number of teacher committees have been appointed to direct the procedures to be developed.

A postwar survey of the school system has been started by Supt. Rhoden B. Eddy, as a part of the city's postwar survey.

MISSOURI SALARIES HIGHER

Missouri school teachers placed this year will receive an average increase of 35 per cent over those placed last year, according to a statement of Homer T. Phillips, chairman of the placement committee of Northwest Missouri State Teachers College, Maryville, Mo.

Last year Dr. Phillips' committee received more than 3000 requests for teachers. He shows that up to the middle of May he has filed a thousand requests and the range is much wider so the total will top last year's high. These openings include 20 superintendencies in the 19 counties of the college district. Salaries for these jobs range from \$2,000 to \$3,000.

Salary offerings for high school teachers in Missouri go from \$1,440 to \$1,800, with now and then one touching \$2,500 for science and coaching. Grade teachers who hold bachelor degrees receive comparable pay. Rural teachers, too, come in for increases, with those in Buchanan County averaging \$150 per month, the top salary \$200 per month.

Phillips says superintendents and boards no longer wait for applications for jobs but seek candidates; that they even include sales paragraphs stating special inducements to teachers such as, "A small school population of small town but only eight miles from a lovely city with 20,000 population"; "We are interested in the progress of good teachers and we see that they

get promoted properly here and recommended for good positions when our salary schedule can no longer attract them"; "We will pay most any price or salary they ask, if good teachers"; "Would prefer to get teachers without experience and with common sense."

The letters, too, show that school boards and superintendents do not want just anybody to keep school. They prefer paying the price to get those who can teach, for one letter says, "We will appreciate your giving these vacancies your most careful attention, and if our starting salaries are not satisfactory, we will pay more to candidates who are well enough qualified."

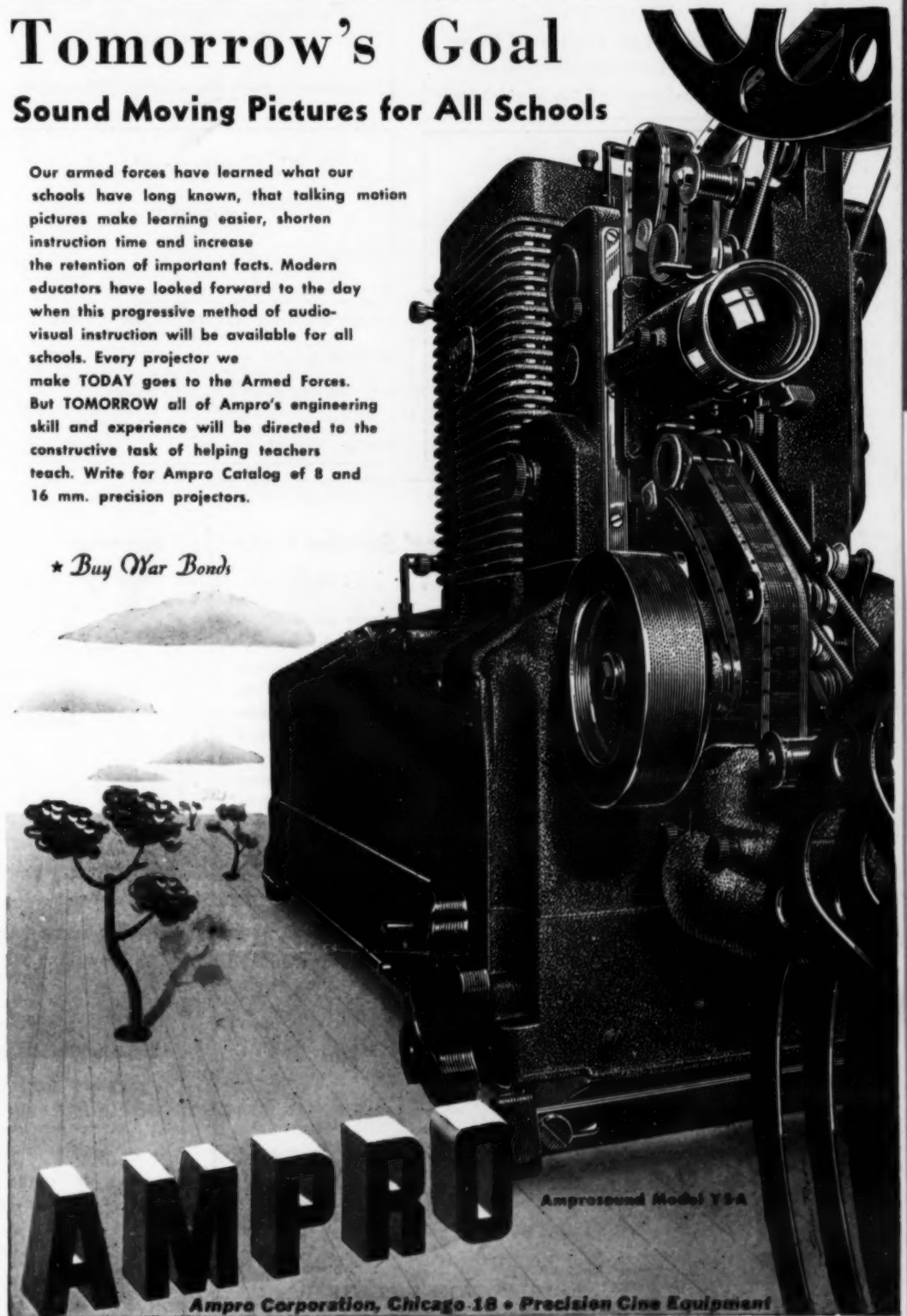
And they stress that these are not "duration jobs."

Tomorrow's Goal

Sound Moving Pictures for All Schools

Our armed forces have learned what our schools have long known, that talking motion pictures make learning easier, shorten instruction time and increase the retention of important facts. Modern educators have looked forward to the day when this progressive method of audio-visual instruction will be available for all schools. Every projector we make TODAY goes to the Armed Forces. But TOMORROW all of Ampro's engineering skill and experience will be directed to the constructive task of helping teachers teach. Write for Ampro Catalog of 8 and 16 mm. precision projectors.

★ Buy War Bonds



AMPRO

Ampro Model YSA

Ampro Corporation, Chicago 18 • Precision Cine Equipment

Professional Directory

A. C. Eschweiler, F.A.I.A. C. F. Eschweiler, A.I.A.
A. C. Eschweiler, Jr., A.I.A. T. L. Eschweiler, A.I.A.
ESCHWEILER and ESCHWEILER
ARCHITECTS

720 East Mason St., Milwaukee, Wisconsin

Joseph C. Goddeyne, A.B., B.S.A.E.
ARCHITECT

Complete Personalized Professional Service
Architectural—Engineering—Mechanical Work
Bay City Bank Building Bay City, Michigan

WM. B. ITTNER, INC.

Superior Architectural and
Engineering Service Rendered

408 Board of Education Building, St. Louis, Mo.

GILBERT A. JOHNSON

Architect for Rockford Board of
Education 1921-1940

Designed School Buildings costing
\$3,500,000 in 1939-1940
Rockford - Illinois

McGUIRE & SHOOK

ARCHITECTS

Specialists in Design of Educational Buildings
Consulting Service to School Officials

INDIANAPOLIS,

INDIANA

Perkins, Wheeler & Will

ARCHITECTS

Merchandise Mart, Room 2204 Chicago, Ill.

C. Godfrey Poggi

ARCHITECT

Elizabeth,

New Jersey

SCHERMERHORN TEACHERS' AGENCY Est. 1855
CHARLES W. MULFORD, Prop.

366 Fifth Ave., between 34th and 35th Sts., NEW YORK
Branch Office: 1836 Euclid Avenue, Cleveland, Ohio

A Superior Agency for Superior People
We Register Only Reliable Candidates
Services Free to School Officials

Member National Association of Teachers' Agencies

NEWS OF OFFICIALS

► PAUL M. STOFFER has been elected president of the board of education at Waukesha, Wis., to succeed George W. Haverstick.

► The board of education at Flint, Mich., has reorganized with ALVIN N. CODY as president; GYLES E. MERRILL as vice-president; JOHN L. PIERCE as secretary; and JOHN M. BARRETT as business manager.

► The school board at Watertown, Wis., has reorganized with ARTHUR J. KILLIAN as president; H. M. DAKIN as vice-president; and FRANK S. WEBER as secretary.

► ROBERT VAN PELT has been elected president of the school board at Lincoln, Neb.

► A. E. MESTER has been elected president of the school board at Springfield, Ill.

► The school board at Ponca City, Okla., has elected E. M. TROUT as president, and J. WIN PAYNE as clerk.

► JACK TALBOTT has been elected president of the school board at Guthrie, Okla.

► The school board at Ardmore, Okla., has reorganized with R. G. COLVERT as president; RALPH SULLIVAN as vice-president; and T. E. GARRISON as secretary.

► The high school board at Martinsville, Ill., has reorganized with RAYMOND LEE as president, and H. T. BENNETT as secretary. The grade school board elected EMERY INRODEN as president, and JOHN ENNIS as secretary.

► WARD D. BRIGGS has been elected president of the school board at Fargo, N. Dak.

COMING CONVENTIONS

July 1-3. National Association of School Secretaries, at Pittsburgh, Pa. Miss Mildred Farmer, Findlay, secretary.

July 3-7. National Education Association at Pittsburgh, Pa. Headquarters, William Penn Hotel. Willard E. Givens, Washington, D. C., secretary.

July 10-12. Elementary School Principals at Pittsburgh, Pa. Headquarters, University of Pittsburgh.

August 16-19. American Philatelic Society, at Milwaukee, Wis. Headquarters, Schroeder Hotel. Dr. H. A. Davis, Denver, Colo., secretary.

August 14-18. American Federation of Teachers, at Chicago, Ill. Headquarters, LaSalle Hotel. Irin R. Kuenzli, Chicago, Ill., secretary-treasurer.

August 25-26. Institutional Laundrymen's Association, at Philadelphia, Pa. J. Albert Baxter, Glenolden, Pa.



RD2

You'll Get
'Care-Free' Service from
DUDLEY LOCKS

Dudley patents reflect twenty years of research and specialization in school needs. Result: a lock that gives extra protection, service, and value. Automatic, self-locking, and easily operated, Dudley locks are preferred by the majority of teachers and students alike.

Besides those illustrated, the Dudley line offers masterkeyed combination padlocks and built-in locker locks. Available on proper priorities. Write for catalog today.

DUDLEY LOCK CORPORATION
Dept. 712 570 W. MONROE STREET, CHICAGO 6, ILL.



Manufacturers of
Adjustable Movable Desks,
Pedestal Desks, Typewriter
Desks, Auditorium Seats,
Classroom, Cafeteria, Li-
brary and Kindergarten
Tables and Chairs, Tablet
Arm Chairs, Silent Giant
Desks.

WHEN MARS RETIRES . . .

Arlington will again resume production of finer auditorium seating and school furniture. Meanwhile, our entire energies are centered on production essential to our country's war effort. It's a good time now to check up on needed replacements, so that everything will be blueprinted . . . when Mars retires.

Request listing for postwar catalog

ARLINGTON SEATING CO.

Dept. A

ARLINGTON HEIGHTS, ILL.

Vallen, inc.



Originators and Exclusive Manufacturers of
NOISELESS CURTAIN TRACKS • CONTROL EQUIPMENT •
SPECIAL OPERATING DEVICES

Akron, Ohio

MURDOCK

The Most Reliable Name on Water Service Devices

DON'T SHUT OFF ANY DRINKING FOUNTAIN

In the hot days ahead keep every fountain working serving drinks of cool water to thirsty mankind.

Simple repairs can be made without digging up fixtures. An occasional rewashering is likely the only "repair" needed.

The working parts of all MURDOCK Outdoor Water Service Devices are interchangeable, kind for kind.

THE MURDOCK MFG. & SUP. CO., 426 Plum St., Cincinnati 2, Ohio.

"NO RESTRICTIONS"

on Getting the Benefit of KEWAUNEE EXPERIENCE

The experience Kewaunee Engineers have had in equipping America's finest schools is available to you today as in the past.

You can still obtain this extra value without cost whatever your Laboratory Furniture requirements may be.

Remember, too, that Kewaunee's "Cut-Cost" Plan of Unit Assembly means lower prices for the finer equipment you should have in your schools.

Write us your requirements.

Kewaunee Mfg. Co.
LABORATORY FURNITURE EXPERTS

5009 South
Center Street
Adrian, Michigan
Representatives
in Principal Cities

C. G. CAMPBELL, President

8-Student
Chemistry Table
No. W-1791



You'll soon be buying
35mm. motion
picture projectors



It is recognized that the quality of projection and sound which is possible with 35mm. film and equipment is definitely superior. Because of the constantly growing demand for entertainment films by schools, a great many of the projectors in America's schools and colleges are used in showing films for amusement as well as education.

Many entertainment films are available, while reasonably new, only on 35mm. film. Consequently, the installation of much 35mm. equipment in school auditoriums in the postwar period is certain.

Discriminating theatremen, recognize

**MOTIOPHOTO PROJECTORS
AND
MIRROPHONIC SOUND**

as the world's finest... a guarantee of rock-steady, flickerless projection; long, dependable, trouble-free service. Simple in design, operation and adjustment, they are ideal for lay projectionists.

May we put your name on our mailing list to receive free literature on Motiograph's brand-new, post-war projector and Mirrophonic Sound Systems?

MOTIOPHOTO

Established 1896

4431 West Lake Street • Chicago 24, Ill.

"Hasten the Return of Peace— Buy More War Bonds Now"

NEW... Completely Integrated With
the Air World

AVIATION MATHEMATICS

By

FELKER, SCHWEINHAGEN, AND PAINE

Teaches mathematics in direct relation to:

- flying
- aerial navigation
- the aviation industry

Excellent to show practical applications of algebra, geometry, and trigonometry

Price, \$2.72

Write for examination copy for 30 days' study

THE BRUCE PUBLISHING COMPANY

807 Montgomery Bldg., Milwaukee 1, Wis



In the Service



WAR ECONOMY

**DRINKING
FOUNTAIN
SERVICE**

Write today!

RUNDLE SPENCE MFG. CO.

445 N. 4th St. Milwaukee, Wis.

New Supplies and Equipment

Production, Service, and Sales News for School Buyers

FARADAY CORPORATION

Notice has been received that Schwarze Electric Company and its Stanley and Patterson Division, which has operated as a limited partnership heretofore, have been consolidated and incorporated into the Faraday Electric Corporation, which company has acquired all assets and assumed all liabilities of the former company. The first of several catalogs in preparation "The Fire Alarm" catalog (Bulletin No. 11-44) reaches us and it is an attractive and exhaustive covering of the subject of fire alarms profusely illustrated and with good solid text.

Faraday Electric Corporation, Adrian, Mich.
For brief reference use ASBJ-710.

ASSET OR LIABILITY

An attractive brochure "Your Specifications," beamed to school authorities and dealing with the matter of specifications, reaches us. "Manufacturers of material and equipment have, in certain instances, promoted the idea that it is the duty and even the law that those in charge of public improvements accept the equipment which is lowest in price regardless of its quality. However, school authorities have as much right to demand a definite quality as to demand a definite quantity. It is not only their prerogative, but their duty to determine how good the building shall be as well as how big it shall be." The use of the "Base Bid With Alternate" is recommended as the most practical. Well worth examination at this time.

The Herman Nelson Corporation, Moline, Ill.
For brief reference use ASBJ-711.

NEW SCREEN FINDER

To meet a need among all users of motion pictures, slide films, slides and opaque projectors, just released is a new screen finder. A convenient slide pocket scale enables any user to obtain perfect results by answering important questions quickly and accurately. It shows at a glance the proper screen size for each distance between screen and projector with a given lens; the proper screen model to select; the proper distance between screen and projector; the proper lens to use; and correct show time for 8mm. and 16mm. silent and 16mm. sound films. Easy to read, durable, and compact.

Radiant Manufacturing Company, Chicago 22, Ill.

For brief reference use ASBJ-712.

KEWAUNEE ALL-WELD TABASCO

All-Weld Hot Water Supply Heater is adequately described in the new edition of catalog TW-95C, which has just arrived. There are 10 sizes of heaters rated to heat 130 to 170 gallons of water 50° F. per hour at 100 lb. working pressure. Descriptive data, diagrams and cuts with full specifications are given with dimensions tabulated in detail. The name Tabasco was first used on this type of hot-water heater half a century ago.

Kewaunee Boiler Corporation, Kewaunee, Ill.
For brief reference use ASBJ-713.

OUTDOOR CLASSROOMS

Classrooms so bright that students "virtually seem to be sitting outdoors to learn their lessons" were predicted for postwar construction by the availability of "thermopane." The windowpane, which makes it possible to enlarge window areas in postwar schools is the result of 14 years of research and testing. It consists of two panes of glass sandwiching a dehydrated air space hermetically sealed by a special metal-to-glass-bond, and is deemed ready for schools and other structures after extensive tests.



Thermopane is clear, polished glass.

Libbey-Owens-Ford Glass Company, Toledo, Ohio.

For brief reference use ASBJ-714.

TOP FLIGHT MAPS AND GLOBES

School Catalog MG-44A, covering "the top-flight map and globe line" is a comprehensive covering of map and globe requirements for elementary and high schools. Minimum requirements are set up so that the purchaser may obtain maps and globes needed for fall opening of schools and then add additional needs as they develop. The schools will be "Seeing Our World Through Maps," the science of geography having become perhaps the most interesting study if not the most important at the present time.

Weber Costello Company, Chicago Heights, Ill.
For brief reference use ASBJ-715.

DE VRY CORPORATION BULLETINS

C. R. Crakes, Educational Consultant of the De Vry Corporation, has prepared School Service Bulletin No. 2. School Service Bulletin No. 1, "The Use of Motion Pictures in Education During the Past Twenty Years" was well received. "Suggestions for Organizing Student Operator's Club for the Projected Teaching Aids Department" is the title of Bulletin No. 2. Treated objectively, the bulletin will be helpful not only in the organization of the clubs but will secure a proper care of the visual education apparatus. Personal service is also offered without obligation in connection with the forming of the clubs.

De Vry Corporation, 1111 Armitage Ave., Chicago 14, Ill.

For brief reference use ASBJ-716.

BULLETIN ON SWITCHBOARDS

A new bulletin covering electric laboratory and switchboard connectors contains information, photographs, drawings, and data on the Cannon line of specialty fittings. Catalogued are surface and submounting plugs and receptacles, straight cord plugs and receptacles, switching plugs, and experimental switchboards.

Cannon Electric Development Co., 3209 Humboldt St., Los Angeles 31, Calif.

For brief reference use ASBJ-717.

FUEL CONSERVATION MANUAL

There has long been a need for an impartial objective publication of a fuel conservation

manual. The need was recognized when industry began to work with the government bureaus concerned with the problem of conserving fuel. Shortly to be published is a manual prepared by the Fuel Conservation Council for War, the result of cooperative effort of the manufacturers of automatic controls, "Fuel Conservation Starts With Control." This book specifically indicates how controls are a dominant factor in fuel economy.

Perflex Corporation, 500 W. Oklahoma Ave., Milwaukee 7, Wis.

For brief reference use ASBJ-718.

SCENIC TRANSPARENCIES

More than 700 Kodachrome transparencies of superb photography and vivid coloring comprise a collection of 2 by 2 slides of scenic points of interest in the United States, Canada, Mexico, Hawaii, and Latin America, now available. Each subject is covered by six slides sold only in sets. Colorful literature may be had.

De Vry Films and Laboratories, 1111 Armitage Avenue, Chicago, Ill.

For brief reference use ASBJ-719.

FOOD IN FILMS

Interesting nontheatrical releases which have to do more or less with food are briefly noted as follows:

"Hands for the Harvest," 2 reels, running time, 22 minutes, 16mm. black and white sound. Labor problems and farm management under present-day conditions—all need help to replace half a million farm hands in service. A call for high school boys and girls to lend a hand in the Maritime Provinces, Ontario and Quebec.

"When Do We Eat?" 2 reels, running time, 21 minutes, 16mm. black and white sound. The importance of proper nutrition for industrial workers.

"Gaspe Codfishermen," 1 reel, running time, 11 minutes, 16mm. black and white sound. Life of the Gaspe Peninsula fishermen. A lesson in human geography.

"Children First," 2 reels, running time, 17 minutes, 16mm. black and white sound. The importance of milk in wartime diet.

National Film Board of Canada, 84 East Randolph St., Chicago 1, Ill.

For brief reference use ASBJ-720.

FILMOSOUND LIBRARY RELEASES

"Hi Buddy" (Universal) No. 2527, 6 reels, 16mm., for nontheatrical audiences. Timely comedy-drama of the founding of an "off-the-street" club. Based on current affairs.

"The Amazing Mrs. Holliday" (Universal) No. 2529, 9 reels, 16mm. Deanna Durbin in an outstanding drama, sweeping from war-torn China to San Francisco's swank Nob Hill. Available August 9 for nontheatrical showing.

"Roar Navy Roar" (Universal) No. 2598, 16mm., running time 20 minutes. The story of the American Navy. How the Navy kept our flag flying.

Bell and Howell Co., 1801 Larchmont Avenue, Chicago 13, Ill.

For brief reference use ASBJ-721.

PLAN FOR TOMORROW

Special rooms embracing the educational areas for the sciences, industrial arts and vocational education, and art, as well as the classroom, call for a new measure of functional efficiency in the postwar school.

In the 24-page brochure, entitled "Plan for Tomorrow—With Sheldon," the best professional thinking on the design and function of the classroom and the special educational areas is visualized in a series of composite pictures, with detailed descriptions covering school laboratory, art room, homemaking room, general shop and vocational laboratory, and the classroom. This brochure will serve as a valuable guide in postwar building programs. Copies available on request.

E. H. Sheldon & Co., Muskegon, Mich.
For brief reference use ASBJ-722.

Index to Advertisers

Ampro Corporation, The	53
Arlington Seating Company	54
Armstrong Cork Company	43
Beckley-Cardy Company	2
Bell and Howell	49
Bruce Publishing Company, The ..	55
Burroughs Adding Machine Co.2nd cover	
Colgate-Palmolive-Peet Co.	45
Crane Company	5
Delta Mfg. Company ..ins. bet. 40-43	
Dudley Lock Corporation	54
Hamilton Manufacturing Co.	2
Holden Patent Book Cover Co.	47
Holmes Projector Company	2
Huntington Laboratories, Inc.	50
Johnson Service Company	3
Kewaunee Mfg. Company	55
Medart Mfg. Company, Fred.	4
Monroe Calculating Mach. Co., Inc.	44
Motiograph	55
Murdock Mfg. & Supply Co., The ..	54
Nesbitt, Inc., John J.	6
Peabody Company, The	4
Premier Engraving Company	4
Professional Directory	54
RCA Victor Div. Radio Corp of America	4th cover
Remington Rand, Inc.	46
Rundle-Spence Mfg. Co.	55
Schermerhorn Teachers Agency ..	54
Sheldon & Company, E. H.	48
Sloan Valve Company	1
Stromberg-Carlson Company	51
Taylor Company, Halsey W.	4
Underwood Elliott Fisher Co.	8
Vallen, Inc.	54
Vestal Chemical Company	52
Victor Animatograph Corp. ...3rd cover	
Warren Webster & Co., Inc.	57

BUILT FOR GOOD HEALTH AND GOOD LIVING

(Concluded from page 26)

tions are reinforced concrete; all floors are concrete on steel joists with the exception of the gymnasium, which is maple; all concrete floors are covered with marbelized battleship linoleum in harmonizing colors; interior as well as exterior bearing walls are of brick; interior partitions are of steel studs with metal lath and plaster; all exterior openings have steel sash; all locker rooms have tile floors, and shower rooms have tile floors and walls; all toilet partitions and lockers are of steel; and the entire building is heated by steam.

If we were building today we would make a few minor changes. The girls have outgrown their shower room and need more space. The room used for rest by the girls who are on a restricted physical education program is too small, and, although quiet, is not too well ventilated. A considerable number of our high school girls come to Tucson for their health. They come from colder, damper climates and are often here because of sinusitis, asthma, or some other respiratory disturbance—such students need rest and relaxation rather than an active physical education program and better facilities should be provided for them. The nurse's room is well planned and is adequate for general checkups and regular emergency services. However, a room in the academic building is now used for home nursing and first aid. This room should be in the annex, and should be large, well ventilated, and well equipped. If we were building today we should certainly provide spacious quarters for our classes in home nursing. Someone may question the absence of a "sick room" in connection with the nurse's office—we have always felt that if a girl is too ill to attend classes she should be at home. We would not provide such a room in a new building.

As soon as priorities will permit we shall enlarge the main kitchen and dishwashing rooms, and provide additional storage space. An additional dishwashing machine will be installed in order that glassware and silver may be washed separately from the china. A bottle exchange will be made a part of the regular building to replace the "cage" which has been tacked on to the present building.

The bookstore is well planned but additional shelf room and storage space could be used to good advantage.

This building has served the community, the school, and the students exceptionally well. If we were to build today for 1944-45 we would (except for the few changes listed above) build the same type of building which we are using today. It is functional and has brought good health, good recreation, good living, good fun to thousands of high school students, their friends, their parents, and the entire community during the past three years. We like the Tucson High School Annex and hope that you like it too.



"Blue Print" For Better Heating

"My job is to design buildings, so naturally I'm interested in anything that will add to the satisfaction of my client. Here's my advice when asked about a heating system:

"Install a steam heating system that will guarantee prompt heating up, balanced distribution of steam and even temperature in each room."

The Webster Moderator System of Steam Heating answers all these requirements—economically. Waste of valuable fuel through overheating is minimized, due to an outdoor thermostat which automatically changes the heating rate to agree with changes in outdoor temperatures.

More Heat with Less Fuel

Through actual surveys made by Webster Engineers, we have learned that seven out of ten buildings in America (many less than ten years old) can get up to 33 per cent more heat out of the fuel consumed. If you are planning building construction or modernization now or after the war, let us show you how to get better heating ... Write for "Performance Facts" and see the great savings possible with the Webster Moderator System of Steam Heating. It contains case studies of 268 modern steam heating installations in commercial, industrial and institutional buildings.



The Webster Outdoor Thermostat automatically changes heating rate when outdoor temperature changes. This device (not sold separately) is part of the Webster Moderator System, that is saving fuel for hundreds of buildings.

WARREN WEBSTER & CO., Camden, N. J.
Pioneers of the Vacuum System of Steam Heating
Representatives in principal cities: Est. 1888

Fuel-Saving
Starts With
CONTROL

ADDRESS DEPT. AS-7

Webster
Steam Heating

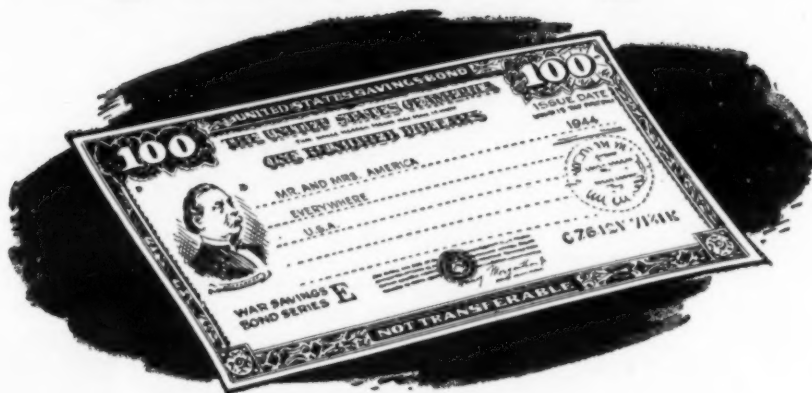
★

★

He won't dodge this-



Don't you dodge this!



The kid'll be right there when his C. O. finally gives the signal . . .

There'll be no time to think of better things to do with his life. THE KID'S IN IT FOR KEEPS—giving all he's got, *now!*

We've got to do the same. This is the time for us to throw in everything we've got.

This is the time to dig out that extra hundred bucks and spend it for Invasion Bonds.

Or make it \$200. Or \$1000. Or \$1,000,000 if you can. There's no ceiling on this one!

The 5th War Loan is the biggest, the most vitally important financial effort of this whole War!



Back the Attack! - BUY MORE THAN BEFORE

THE AMERICAN SCHOOL BOARD JOURNAL

★

This is an official U. S. Treasury advertisement—prepared under the auspices of Treasury Department and War Advertising Council

★